

VOLUME X

The

NUMBER 5

A.T.A. Magazine

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MAGISTRI NEQUE SERVI



JANUARY, 1930



THE GREAT ADVENTURE

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L. P. JACKS, M.A., D. Litt., LL.D., D.D.,
Principal and Professor of Philosophy,
Manchester College, Oxford.

—Excerpt from an article on "The New Spirit
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The A.T.A. Magazine



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VOL. X

EDMONTON, JANUARY, 1930

No. 5

On the Foremost Question

THE NEED FOR SCHOOL REFORM

W. WALLACE, M.A., F.R.S.E.

DR. HAROLD W. FOGHT, specialist in rural school practice, of the U.S. Bureau of Education, who made a survey of the Saskatchewan school system twelve years ago, gave, in his report (1918), a remarkably clear and broad statement of what a school system ought to do for the children. On p. 18 of the report he says:

"Every school, whether in Saskatchewan or elsewhere, should teach just what a modern population craves to know in order to get the greatest good out of life. Do the schools provide the kind of instruction required to keep people in the enjoyment of good health and sanitary surroundings? Do the schools prepare people to earn remunerative livings on the land, in the town, and in the city? Do they direct them to become useful, responsible members of the larger social group? Do the schools, finally, lead people so that they will devote a well-earned leisure to ethical and esthetical pursuits for the improvement of self and the upbuilding of community and race? So far as the schools are organized to accomplish these ends they approach the modern conception of education; otherwise they fall short of their purpose."

Dr. Foght goes on to remark that: "Such a system of education as this does not limit its activities by the walls of the school or the covers of textbooks. The entire farm place with its manifold interests becomes a vital part of it; the industrial activities of the city become tied up with it. . . . Education such as this is the most cultural in the world, if by culture we mean more than mere polish; for it is well to have in mind that *education founded on real life purposes is the most genuinely cultural of all education.*"

I do not think many will question either the validity or the comprehensiveness of Dr. Foght's four-some test. But some, maybe many, will wonder what he is trying to get at. Do not all schools teach Health and Sanitation in their lessons on Hygiene? Do not all schools teach English and Geography and the 3 R's as a preparation for the after career, whatever it may be, as they have always done since there were public schools? Do they not teach History and Civics as a sound basis for the building up of intelligent citizenship? Do they not teach Literature and Art and Music to

prepare the way for cultural pursuits and the worthy use of leisure? In short, do not the public schools of today, in this province and elsewhere, furnish a sound general education such as every normal boy and girl requires, in whatever line they are to seek their living afterwards? And does not the provincial education authority hold a public examination at the end of the elementary school course, so that any one interested may know how far each boy and girl has profited by the instruction given?

Taking the last set of questions as "Scotch answers" to Dr. Foght's test questions, they may probably be accepted as representing the average reaction to any suggestion of school reform on modern lines. That is the situation the would-be reformer has to face. It is the hardest thing in the world to persuade a person to take medicine when he is not aware that he is sick. Most people have had some schooling, and that at the most susceptible and least critical age of life: it is natural enough that the prevailing sentiment about current school practice should be one of stubborn conservatism. It was good enough for me: it ought to be good enough for my children.

But is it? Let us stop and think a bit. Let us admit for the moment that the schooling you got was good enough for you. Is it sound logic, or safe policy, to assume that similar treatment must be good enough for your children? Have not conditions changed greatly since you went to school, and are they not still changing today even more rapidly than in your schooldays? Is it not reasonable to suppose that the change of conditions demands a change of treatment, a corresponding change of school policy?

As for the assumption that the schooling you got was good enough for you, are you quite sure of that? You got, of course, what was going; but that is not quite the same thing. Was it not fairly well recognized in your day that the boys—the girls did not matter so much fifty years ago—the boys who did best at school were not necessarily the boys who did best in after life: that many who won prizes at school were little heard of afterwards; while some who ranked as dunces became famous leaders? And have you forgotten how gladly you and your schoolmates consigned your books to the attic when your schooldays were ended: and how promptly you proceeded to forget much of what you had learned? Do such arguments as these support

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your contention that the schooling provided in your day was, in general, an effective preparation for a successful life?

That is the question which, for thirty years or more, many experienced and thoughtful teachers have been asking themselves, and for the most part answering in the negative. As a result, there has gradually emerged a new school attitude (probably first foreshadowed by Rabelais), which places emphasis on learning rather than on instruction, on activity as the true means of mental and moral growth, on knowledge and experience as contrasted with mere information. Progressive educational leaders no longer believe that the educational process consists in conveying to the children their so-called "racial inheritance" of skills and knowledges, of attitudes and appreciations, as the proper foundation for any career; but rather in providing such conditions as each child, individually, requires in order to *grow* naturally into his part in the Play of Life according to his native talents and personal predilections.

That may seem rather vague; but I hope it will become clearer as my argument develops.

Let us consider what the traditional school does for its pupils. The present schools in Alberta are of the traditional type. So are the majority of schools elsewhere. The common, or racial, inheritance referred to is embodied in a standard "curriculum," or "course of study." It is presumed to be the same for Tom, Dick, and Harry—not to mention Amelia and Mary—however these may differ individually; and the skill and success of the teacher is measured by the extent, and the degree of uniformity, to which she is able to inject the contents of that curriculum into her pupils.

The curriculum prescribed for the public elementary schools of Alberta today does not differ fundamentally from that which defined my own "racial inheritance" some sixty years ago. There is a fundamental reason for this rigidity. It has hitherto been accepted as a principle by the high controlling authorities that the objectives of public elementary education should be cultural rather than utilitarian; anything savoring of vocational, or even pre-vocational, training being, as a rule, taboo. There is an important exception to which I shall refer presently.

The educational leaders of the old school, whose policy we are still following, professed to believe that a broad understanding of human nature and human motives, as the logical foundation of human character, was the most important part of their racial inheritance that could be transmitted to the children of any generation. Still following the "humanist" policy of the churchmen, the chief promoters of the earlier schools, these educationists further believed that the study of literature, with its rich legacy of records of human action in an infinite variety of human situations, furnished the best available means of cultivating that broad understanding of human nature and human motives, admittedly so important. And so the curriculum was given a strong literary bias.

As strong at least as the other circumstances permitted. Chief among these was the attitude of parents, who have always looked upon education as a utilitarian function, a direct preparation for the

business of life, and are always impatient of any line of instruction for which they see no immediate use. As it chanced, the early days of universal public schools coincided with the period of expanding commercial enterprise which followed in the wake of the industrial revolution. For this reason there was a strong demand for commercial training, which the humanist conception of education appeared to meet sufficiently well. And so the early public schools, notwithstanding their ostensible cultural objective, acquired in practice a distinctly utilitarian character in regard to commercial training.

As further concessions to parental utilitarianism, and in view especially of the rapidly multiplying applications of science to domestic life, certain items of science instruction (rarely scientific) have been variously added to the curriculum from time to time. But the instruction has been for the most part informative merely, as in the humane subjects of the curriculum, and to that extent has had neither vocational nor cultural value. Scientifically conducted, such instruction would have had a high value, cultural as well as vocational. Of greater educational import have been the attempts made, during the last thirty years, to introduce some kind of manual work into the elementary school curriculum, in some of the larger cities. While but little value is to be attached to these experiments, either in a vocational or in a cultural sense, they have an undoubted educational value as paving the way for what is one of the most urgently needed reforms in modern school life. Meanwhile it still appears to be true that, on the whole, the public elementary school course furnishes no satisfactory vocational guidance, except to those who are tending towards commercial, or professional, careers. This, of course, is quite in accord with the ostensible aim of the course; but it is disappointing to the parents of children having other tendencies, and inequitably disconcerting to the children themselves.

Actually, the cultural expectations of the humanist educators, whose conception of education is embodied in the traditional curriculum, have not been seriously realized. It is very doubtful if they can be. There are several fallacies in the humanist position, as I shall try to explain.

"The humanists maintain that the best material for school purposes is the record of human experience as found in good authors." The records are undoubtedly available, but can the children appreciate the lessons? Some one has said, truly, if paradoxically, that a reader can take no more out of a book than he brings to it. Meaning that the reader is unable to appreciate situations that are beyond his own personal experience. Is it not safe to say that the human experiences recorded in the works of good authors are necessarily in large part beyond the reach of children of 14 years and under? And is it not equally true that the attempt to read what is beyond one's comprehension is both depressing and discouraging, and therefore little calculated to attract children to the habit of reading good authors?

The result has been that, in practice, attention has had to be concentrated unduly on the shells and husks of literature; on vocal reading and memorization; on language, spelling and grammar; on the

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analysis of characters and situations, dictated and memorized; and on other more or less instructive adjuncts of the real study of literature—all with a view to meeting the assignments of the curriculum and the requirements of the associated examinations. This mechanical tendency has been accentuated by the exaggerated importance attached to examinations, which have become one of the strongest disciplinary weapons available to the teaching staff—worthy of a better objective. It is probably not far from the truth to say that the humane results of current instruction in literature are practically negligible and that the net result of that instruction is rather prejudicial to the after-reading of good authors than otherwise. There are doubtless, here and there, good teachers who are inspired by a true appreciation of good literature and who do their best to instil a love for it into the hearts of their pupils. But these for the most part fight a losing game, partly because so much of the work assigned is beyond the experience of the children, and partly because of the excessive requirements of the terminal examinations on the formal side.

If it is true that the appreciation of good literature is limited necessarily by the experience of the reader, does it not follow that the aims of the humanist promoters of education would be more effectively realized through the discussion of the actual experiences of the children themselves than by the records (second-hand at the best) of the experiences of characters long since dead or only fictitious. Surely the home, the schoolroom, the playground, and the neighbourhood furnish the material necessary to the building up of an efficient set of life-purposes in the minds of the children. They certainly furnish all that can legitimately be so used. The study of good literature may be used to fortify the life-purposes derived from the study of personal experience under the guidance of good teachers; but they cannot psychologically be made the foundation of such life-purposes. The presumption that they can is a second fallacy of the humanist position.

Here is a third one. The need for purposes in life is a consequence of the unavoidable interference of individual activities in society. It is a sociological, not a personal need. Robinson Crusoe had at first only to make *plans* and endeavour to carry them out. But as soon as Friday appeared he had to determine *purposes* to regulate his activities in relation to his new neighbour. And the more complex the society in which we live the greater the need for purposes and the stronger the purposes must be in the interests of the common welfare. It is because of the paucity and frailty of good social purposes that laws are needed; and it is because of the prevalence of bad purposes that even good laws fail to protect society from the malpractice of its worst citizens. The importance of sane social purposes to individual welfare is so great that, in the minds of those who rule, they may naturally seem more important than efficient individual activities. But children see little of the social controls of life, while the activities of life are everything to them. And the great mass of citizens concern themselves as far as possible with their own individual activities, and expect the law and the police to protect them from interference. Individual activities are clearly first, both in evolution and in

vital importance. The need for purposes is a sociological accident; and it is therefore a sociological fallacy to consider them, and the literary studies which are the ostensible means of evolving them, as *first things* in the educational system. The real "first things," both psychologically and sociologically, are those individual activities which fill the centre of interest throughout childhood, youth, and manhood, and which the humanist educators have erroneously endeavored to exclude from the school curriculum.

That blunder is responsible for the amazing incubus of misfits and inefficients that react like a blight on industry and society. About which Dr. John J. Tigert, U.S. Commissioner of Education, in an address delivered before the American Country Life Association in 1926, has this to say:

"Under the best of circumstances occupational misfits are all too frequent and are a social menace. The occupational misfit is relatively unproductive, because the keen stimulation of working towards a self-chosen end is lacking. The occupational misfit is a discontented man, ripe for propaganda, inciting to violent acts against the established order. The occupational misfit is unhappy as a man, and organized society is not justified in contributing to such a lot."

Alternatives to the humanist program of education have been before the world for at least three hundred years, associated with many great names in literature and philosophy. But it is only in comparatively recent times that the need for such alternatives has assumed an appreciable degree of urgency in the minds of educational thinkers generally. Consciousness of the failure of the humanist system to deal effectively with the indiscriminate masses swept into the schools under the operation of the compulsory laws has driven many thoughtful teachers to cast about for a wider motive than that which characterized the schools under the humanist direction of the various churches, and, by adoption, the public systems which succeeded them. Interesting experiments have been, and are being, conducted both in Europe and in America, which will be useful when public sentiment matures. But that is the beginning of another story.

A TRUSTEE MAKES REPLY

Winterburn, Dec. 13, 1929.

Editor, The A.T.A. Magazine.

Dear Sir: May I trespass upon your space again, to assure you, and your readers, that it was not my intention to give the impression in my letter to you—with which you dealt so generously in your December issue—that the Rural School Boards should be the absolute "boss" of the teachers? Under present conditions I do not think the Rural School Board should adopt that attitude, but rather the one, that they are co-partners with the teacher in all educational matters connected with their school. The fact that they have the power to "hire or fire" should only be an incidental one. When a change in school administration takes place, no one will be more willing to relinquish the responsibility of engaging teachers than myself.

Perhaps the thought in my mind that the only way that would be fair and impartial to raise funds



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by a Province-wide tax levy, for teachers' salaries (as long as the present school districts remain) would be to set a flat rate for the salaries, and allow the school districts to tax themselves to provide the funds to pay anything in addition to the flat rate, led me to write as I did.

You will note that I advocated a salary schedule based on length of service, academic qualifications and teaching ability, which would mean, I take it, that every rural teacher would be put on a sliding scale, and I took it for granted that in any salary schedule that the representatives of the teachers helped to draw up, even the minimum would be a fair wage.

You will also note that I advocated the classification of schools by divisional boards, which would mean that if schools were classified as, say, "A," "B," "C," "D," and so on, and teachers were classified in a like manner, then a "C" school must have at least a "C" teacher, and pay the salary of a "C" teacher according to the schedule. If any division, or school district wished to pay higher salaries than the minimums laid down, in order to attract teachers of a high calibre, they should be empowered to do so, taxing themselves for the privilege.

My whole idea is this: All good teachers are citizens first, teachers afterwards, and as citizens they should have a very valuable contribution to make to the rural life of this province, but it is practically impossible for them to make this contribution under present conditions. If some system can be devised, so that teachers of experience will not have to accept the salary of a beginner in order to get a job; where there was some chance of promotion and advancement with rewards commensurate with the efforts put forth; where the "plums" of the profession were within reach of the rural teachers; we would have some chance of keeping teachers within the rural portions of our province long enough to receive some of their contribution towards rural life.

I trust this will clearly set forth to your readers my attitude towards the rural teacher, and take from their minds any idea that I desire that the Rural Boards shall continue to be the "boss" of the teacher.

En passant may I say that I have been a trustee for fourteen years, have no children to educate, no axe to grind, but am trying to look at this very vital matter from the standpoint of the "greatest good to the greatest number."

Yours truly,
W. F. BROADSTOCK.

THE NEW SCHOOL BILL

To the Editor Acme Sentinel.

Sir:—It is a delightful feminine argument to approve of the School Bill because you admire its author. I am no less an admirer of the Hon. Perren Baker than Mrs. Kerns, but I think he has missed the mark of true statesmanship by keeping too anxious an eye upon party considerations. Probably, as Mrs. Kerns says, no one understands the school situation better than Mr. Baker, yet, understanding it as he does, he is setting himself deliberately to perpetuate many of the evils which it is the object of his bill to remedy. Mr. Baker knows, for example, that the great bug-bear of rural education

is the local school board and the way it allows itself to be influenced by local prejudices. Notwithstanding, his bill seeks to continue these boards, with their powers curtailed, it is true, but not to the extent of preventing them from being the same drag upon educational progress as they were before. Also Mr. Baker pins his faith upon supervisors as the means whereby to raise the standard of education in rural areas. To me the whole idea is scientifically unsound. Teaching is largely a matter of personality. If the supervisor is not of the right type—and positions of this kind are usually secured by "pull"—he will come into the school and, elated by the dignity of his office, will seek to inflict his own personality upon the teacher and destroy rather than strengthen her individuality. Supervision should first be thoroughly tested out in the city schools with the supervisors themselves made the subjects of supervision rather than the teachers. I am convinced that this would be the quickest and soundest means of bursting the bubble. In conclusion, Mr. Editor, I would like to make it clear that I am not attacking the Minister of Education. All I desire is that the implications of the School Bill should be thoroughly understood before it becomes law; it may not be so easy, after it has reached the statute-book, to remedy its defects.

I am, sir, yours truly,
X.Y.Z.—Acme Sentinel.

Local News

TURNER VALLEY LOCAL

On Monday evening, November 25, the teachers of Turner Valley, Black Diamond, and adjoining districts met at the home of Mrs. Tom Lineham, Turner Valley, to organize an A.T.A. Local.

The officers elected were as follows: President, Mr. Roy Gould; Vice-President, Mr. Clifton Elson; Secretary-Treasurer, Mrs. T. Lineham; Press correspondent, Miss H. King.

The constitution outlined by the A.T.A. was discussed and adopted. The membership fee is to be one dollar.

It was decided that any teacher could attend these meetings, but only members take part in the business carried on by the local.

Meetings will be held every first and third Monday of the month until the end of December, when further arrangements will be made.

VULCAN LOCAL

The teachers of Vulcan and district held an organization meeting during December, with the following present: Miss Fair, Miss Lebeau, Miss Bateman, Mr. Jones, Mr. White, and Mr. Irvine. Another meeting is planned for the end of January, and a program interesting to everyone is under way.

MYRNAM LOCAL

A meeting of the Myrnam Local was held on December 7th, at Myrnam, with a banquet in the evening. Ten teachers were present and enjoyed a pleasant and profitable time. Following the meeting a program was given in the hall by the children of the different schools.

(See also pages 10 and 20)

Schools in Other Lands

GLIMPSES OF NORWEGIAN SCHOOLS

An address by ALICE AUSENHUS, delivered to the Convention recently held at Coronation

I HAVE been asked to give a short talk on educational conditions as I found them in Norway. As my trip to Europe was merely a social one, I didn't take any notes, as it never occurred to me that I would be asked to tell about the educational conditions over there. So now, in trying to describe their wonderful system I feel that I cannot begin to do it justice. I certainly was interested in their methods, visited many of their schools, met teachers who were interested in conditions over here, and we had many talks.

According to world statistics, Norway has always ranked as No. 1 among the nations in public school education. Illiteracy does not exist, and hasn't for many generations. The Scandinavian countries have very similar educational systems.

First I'll tell you about the teachers. Their Normal School period is three years, and they can enter directly from public school if they are eighteen years of age, and can pass the Normal School entrance examination. They usually go to Folk High School or Middle School before entering Normal, as they can't start teaching until they are twenty-one. Teaching is not merely a stepping stone, but is taken as a life work, the same teacher often staying in the same school from twenty to thirty years. They are not merely teachers but are helpers in all educational work in the community.

The teachers' salaries are stipulated by law, otherwise underbidding would reduce them to impossible levels. The lower grade teachers are always ladies, and for the higher grades they are usually men. The teaching hours are shorter and the wages less for the lower grades, but all the teachers receive an increase of four hundred "Kroner" in yearly wages at the end of three, six, nine and twelve years of service (\$1=3.75 Kroner).

In addition to a fixed salary of about four thousand Kroner, they get seven hundred extra from the county; also free house, light and heat, as well as a certain amount of land varying from five to twenty-five acres.

The pension fund takes ten per cent of the wages, and at the age of sixty-five a teacher must retire. He can retire after thirty years of service and receive full pension, which is sixty-five per cent of his wages.

The local school boards have similar duties as here. At least one member must be present at all final examinations. Part of these tests are oral. The board can only act as an advisory council in hiring and dismissing teachers, which duty rests with the Municipal School Board. This excludes local preferences and personal prejudices. Teachers cannot be dismissed without good reasons, but if they commit an offence against the public morals they lose their positions, also their certificates.

The Municipal Board pays the stipulated wages. The "Fylke," which consists of several municipali-

ties, pays the service grants. Thus wages play no part in securing positions, which is determined solely by the teacher's standing and experience. Their Normal School leaving marks must be sent with applications and as a consequence only the best ones get schools.

The public school has seven grades and two teachers. The six-day school week is used and only one class goes each day. When there are three or four classes, this means only one and two days weekly for each child. I was interested in finding out if the children could learn much with so few days' attendance, so I tested a little cousin of mine who had only gone two and one-half months. I started giving her ordinary grade I work, but was immediately informed that that was too simple. I asked her what she had taken last, and she put down a two column addition question and added it up quickly and correctly. I found her able to do work in all her subjects which many a grade three cannot do.

I thought this so exceptional that I got in touch with the teacher, and visited the school to find out the standing of the class as a whole. Of course the child is clever, but the rest of them had covered the same work. The other day I received a letter from her which equals many a grade five here, both in composition and writing. In towns and cities the children go every day; but high school continuance examinations show that the country children are more than holding their own.

Religion is taught for an hour every day in all the classes. I was asked if it really was true that religion was not taught here, and when I explained, they seemed to think that the principles of religion could be taught anyway.

I believe one reason why they can show such splendid progress in the public school is that they are not burdened with backward children. All who are not normal are either sent to mental deficiency schools where they learn practical things and thus become self-supporting citizens, or they are permitted to drop subjects difficult for them and take only what they can do. Using the metric system simplifies arithmetic greatly.

The schools are modern and beautiful, having all the newest equipment. The floors are washed every day, and schools are never used for dances. Medical examination is also compulsory.

The Middle School, corresponding to our High School, is next, and covers three years. These schools are also private, and exceptionally clever students can pass the three-year course in one or two years. English and German are the compulsory languages in Middle School.

The gymnasium takes three years and is similar to our college. French and Latin and a continuation of the Middle School subjects are taught. Physical training is stressed in all schools, particularly in the towns and cities. This is continued after completing school, and wonderful programs of athletic stunts are put on by the young men in each town.

The University is next, and at the end of the first year students must write an examination made so difficult that about seventy-five per cent of them fail each year. If they fail only in one subject they must take the year's work over again. This applies to all schools.

In spite of these rigid rules there are more professionally educated people than there are positions for. Professor Nansen said lately that the Norwegian people were being over-educated, as they were first made into university students and then into milk-maids and fishermen.

To show you how conditions are I will mention a young lady who had gone through Middle School, Gymnasium, one year University, and the Normal School. She was qualified to teach four languages: French, English, German and Latin, besides Norwegian, and had spent an inheritance as well as receiving help from her parents in completing her education. She has now gone almost four years without securing work. She wishes to come to Canada and continue in her chosen field. I made arrangements for ordinary work for her here, and she wrote to her uncle in the States for a promised ticket. He refused to send it, saying he would not permit her to go to the frozen wilds of Canada where the temperature goes below sixty. She cannot earn enough to get across. Do you not think we Alberta teachers are fortunate? There are two thousand unemployed teachers in Norway, which is a great many for a country half as large as our province.

It is the same in all branches. The technical schools are turning out many civil and electrical engineers, who must leave the country to get work. It costs over ten thousand dollars for the complete education of a civil engineer, as all education is free.

What impressed me more than anything else in their system was the Folk High School, built on Danish pattern, which takes care of the young people finished with public school, who do not wish to go on with professional studies. Its aim is character building, by developing an appreciation of the finer things of life, which is accomplished mostly through lectures and association with teachers of high intellect and wonderful personality, who understand young people and love their work. It also teaches practical subjects as furniture making, weaving, spinning, fancywork and cooking.

There are a great number of short courses given in agriculture, handicraft, carpentering, domestic science, weaving, dyeing with plants instead of chemicals, etc. These courses are held anywhere and any time when a certain number are enrolled. Each pupil pays a small tuition fee which goes to the teacher as salary. They bring their own material and keep what they make. I have seen many beautiful and useful things made at these courses.

They are very highly organized in educational associations of all kinds. There is a rural organization called The Young People's Society, which is very powerful, even influencing legislation. Teachers are members and often leaders, and it was this organization which was responsible for the first rural gymnasium in Norway.

I would like to mention that I was present, and had the pleasure of seeing how the schools celebrated the seventeenth of May, Norway's day of

Liberty. Each school had its banner; every child carried a flag; several schools met and marched to a given place. Someone spoke to them about loyalty to their flag, and the precious gift of liberty, telling them that if they make their homes in other lands, they will honor their own flag most by honoring the flag of their adopted country.

SCHOOLS IN SOVIET RUSSIA

VICTOR HOLM, a Teacher from Sweden

THE first five years after the great October Revolution certainly proved a very hard time for everything and everybody connected with the educational system of Soviet Russia. Hunger alone, without considering a deficiency of almost everything, made it impossible to keep open the schools; the old school boards were dismissed and it took considerable time before new ones with reliable Communistic ideals could be appointed. However, the "Isolkom Komintern" worked out directives for all types of schools and universities and the local authorities in the towns and of the "Gybiernia" were told to find premises, build new schoolhouses and repair the old ones.

In 1926 I visited some of the Leningrad schools and was much surprised at the progress made in a short five years, and it would have been impossible absolutely to have accomplished the task of "reopening the schools under new management" had not the teachers and the pupils also co-operated to the greatest possible extent with the school government and made every effort to re-build the educational system of the land. Teachers and pupils worked hard repairing the buildings, making school furniture and apparatus and instruments necessary for the teaching of science—and all this voluntarily, without any compensation whatsoever from the Government.

The Moscow Government developed and conducted a campaign of nation-wide propaganda with the aim in view of overspreading all Russia with schools which would year by year turn out young Communists by the million, ready and willing to work and sacrifice themselves for their proletarian motherland. The first task of the Government was directed towards getting rid of the heritage of illiteracy taken over from the Tsarist regime. "Down with illiteracy!" could be read on walls and railway stations and public places, and not only the schools but club-circles (small societies) were busy teaching the Russian language. Illiteracy has been largely eliminated in the larger towns and cities and, by using former red soldiers as teachers in the country-side, it will soon become a thing of the past everywhere.

The main endeavor, apart from the inculcation of Communist doctrine, seems to be to develop the work of the brain and of the hand at the same time; this occasions no little difficulty, but the teachers strive to give attention to individual pupil needs rather than to the mass and they endeavor to diagnose the "bent" of every pupil. Pupils are allowed to attend other schools if necessary to enable them to specialize or learn a trade.

An examination of the curriculum of the second grade (the first grade is merely a school for beginners) reveals the fact that the learning of Communist dogma is the most important item of the

course of study and this propaganda of the Soviet Government is very effective in making secure the Red Army, the Soviet Government and in instilling the conviction that a world-revolution along proletarian lines is near. Everything must be seen and taught from the proletarian and Bolshevik point of view and it is taught that no further progress is possible in Russia until the "World-wide Revolution" is achieved. I was asked everywhere: "When will the revolution come in your Old Country?" and when I answered: "I don't know!" surprise was manifested that I was not informed upon such an all-important matter. Anti-religious propaganda is also part of the educational scheme. In schools I observed pictures of drunken priests and monks making love to peasant girls, pictures all drawn by the pupils themselves. This anti-religious propaganda was rather dangerous at first, for considerable opposition, sometimes violent, was shown by the parents when their children came home and tried to prove (by order of their teachers) that there is no God. On questioning pupils in one Leningrad school I learned that a few believed there was a God and one little girl told me that He took care of Lenin, but I found not one case where there was any belief in Jesus. If the Bolsheviks have failed to make atheists of the grown-ups it must be said that they have been very successful in making atheists of the children. It has sometimes been a hard task and there have been hard struggles between teachers and parents to capture the minds of the children in this regard.

Re the teaching of languages—Tsar-Russia certainly was far in advance of Soviet-Russia. Formerly, French was the foreign language most taught, now it is German which it is anticipated will be of much service later, especially in Leningrad. When in New Peterhof I taught Swedish to some of the teachers. This enabled me to get fairly well acquainted with the system of instruction given there. In the High School I found that English was taught for four years, but the pupils' knowledge of that language was not very thorough, probably for the reason that there is little touch between Russian and English-speaking peoples, their relations being officially severed. However, a placard on the wall seems to give a significant reason for maintaining the teaching of English; the placard read: "Learn the language of your worst enemy!"

Local News

CALGARY PUBLIC SCHOOL LOCAL

At the Annual Meeting of the Calgary Public School Local, the Executive and officers for the coming year were elected. They are as follows:

President, Miss M. Rath, Glengarry School; Vice-President, Miss A. Campbell, King George School; Secretary-Treasurer, Miss K. Ramsey, Hillhurst School; Past President, Miss G. Robinson, Sunalta School; Executive: Misses L. Lunan, E. M. Faux, M. Warren, E. Gillies, E. Reynolds, E. Knights, A. McGuire, J. Baptie, H. Noble, J. Rannie, B. Fraser.

Random Notes

W.T.R.

SOVIET RUSSIA

If one is to judge by two addresses delivered recently in Edmonton—one of them by a teacher to teachers—Soviet Russia is rapidly becoming a workers' paradise. Such extravagant claims are not, however, being made by Professor S. Zagoiski, head of the Russian section of the International Labor Office at Geneva. This is the picture he gives of conditions in his native land: "The working classes in Soviet Russia live in a state of misery and under far more difficult conditions of struggle for life than before the war. Brain work is remunerated in a laughable way. Social insurance insures the workman but for one-third of the minimum necessary to exist. Unemployment is growing on a scale unheard of before; the great majority of the peasant population live under conditions of incredible misery. The conflicts between the interests of industrial undertakings and those of the workmen they employ are getting more bitter every day."

No one will accuse H. N. Brailsford of being anti-Soviet at heart. Not long since he wrote as follows in the columns of the New Leader: "In Russia real wages, even taking into account lower rents, free education and social insurance, are below the figures of the last pre-war years. Housing is a scandal. The material Utopia lies far ahead." According to western standards, Mr. Brailsford continues, there is neither democracy nor freedom. No organized opposition may exist outside the one governing party. There is no freedom of the Press or of meeting, and no safeguard of public trial for persons accused of political offences. There is neither civil nor political liberty. The workers are much poorer than those of the capitalist west, and somewhat poorer than they were before the war.

And now let us recall what Trotsky had to say not so very long ago. He said: "Private capital still plays its part in Russia, and private firms manufacture nearly forty per cent of the goods that are placed on the market. The peasants are worse off than before the war, for while they receive twenty-five per cent more for their goods, everything they have to buy is two and a quarter times its original price. The position of the worker is steadily growing worse, the purchasing power of his wages has declined, and his working hours, seldom less than ten per day, are in most cases really unlimited. The average monthly unemployment relief is equal to only two and a half dollars in pre-war value."

Two Kentish Communist miners who returned recently from a trip to Russia confessed their complete disillusion concerning labor and social conditions in the Soviet. Speaking of their experiences one of them said: "We saw a sight that made us turn cold. It was revolting. Cripples and aged beggars of both sexes were standing, sitting or lying on the pavement or in the gutter. We commented on the fact that a government which preached the brotherhood of man and spent enormous sums of money in spreading propaganda abroad would do much better with that money in looking after its aged, crippled and infirm."

"Everything is dear. As we passed from one street to another, we saw bread queues where thousands stood from morning to night for rations.

"The housing accommodation is very bad, and in some cases a family lives and sleeps in one room. Sanitation is dreadful, and there are flies by the million. We saw what they told us was a modern house, a type which has been condemned repeatedly by the Communists of Britain as not being good enough for our miners.

"We learned that the Russian miner is an old man at forty-five, that his daily wages purchase less than seventy cents worth of bread, and that peasants are allowed to take their holidays only when they have paid their union contributions.

"Engineers at the new economic mines said that the men were working for nothing that day, the money being given to the government for industrial purposes. The average output per collier was three tons, and this had to be obtained before the minimum wage was reached."

A teacher who accompanied the two miners said: "Food is very dear in Russia. While waiting for our meals, we saw beggars come into the restaurant and take scraps of food, and even bones left on the tables. We had sometimes to step over prostrate starving people. Hundreds of poor ragged beggars lined the streets."

The harrowing tales told by immigrants who have recently arrived in Alberta from Russia corroborate the statements given above in every particular.

A WORD ON COPYING IN ARITHMETIC

I once heard a rural teacher remark that the advent of a new pupil helps to relieve the monotony of "the daily round." Last term eighteen new pupils provided us with the spice of life in abundance. Half of these were beginners, and half were new arrivals in the district from city and rural schools. Beginners are always objects of interest; so are new arrivals, but for entirely different reasons. The former are members of the great army of the unsophisticated; the latter give us a glimpse of the world beyond, and also exemplify the fact that ordinary mortals usually find it difficult to adapt themselves to new conditions.

In no other school subject is such variety in training manifested by new arrivals as in arithmetic, and in no other subject is so great a lack of self-reliance displayed. Copying in arithmetic is the topic of this homily, and I begin with a quotation from Fitch. This extract, which is rather long, has often been quoted before, but it will bear quoting again. Fitch says: "Remember that arithmetic is one of the lessons in which discipline is more important than any other. The amount of order and drill which may suffice for a good lesson in reading or geography will not suffice for arithmetic. Undetected prompting and copying are easier in this subject than in any other, and they are more fatal to real progress. It is important that in computing a scholar should learn to rely on the accuracy of his own work. If he has any access to the answer, and works consciously towards it; if he can get a whispered word or a surreptitious figure to guide him, the work is not his own, and he is learning nothing.

It is therefore essential that your discipline should be such, that copying or friendly suggestion during the working of a problem shall be impossible. It is idle, in this connection, to talk of honor. The sense that it is dishonorable to avail oneself of any such help as comes in one's way in solving a problem, is, after all, only a late product of moral training. You do not presuppose its existence in grown men at the universities, who are undergoing examinations for degrees, or even for Holy Orders. You have no right to assume its presence in the minds of little children. They will at first copy from one another without the smallest consciousness that there is any harm in it. After all there is nothing immoral in copying until we have shown it to be such. It is inconvenient to us, of course, and it happens to be inconsistent with genuine progress in arithmetic, and it is for these reasons it becomes necessary to stop it. The truth is that if you want to train children in the habit of doing their own work well, and depending on its accuracy, you must do habitually that which is done at all public examinations—make copying impossible."

Several plans for the prevention of copying are summarized below. Despite the absence of quotation marks, the summary contains "nothing new or never said before." But though these plans lack novelty in form and idea, we cannot afford to ignore them. So here they are in their old garb:

(1) Impress the pupils with the idea that they are sure to be detected if they are guilty of copying.

(2) Make arrangements that will make copying impossible. Seat the pupil where he cannot see the work of another pupil in the same grade. If necessary, divide the class into two groups, no two members of the same group to be allowed to sit close together, and give each group different problems.

(3) Insist upon silent work at arithmetic. A word is often enough to prompt a pupil who is in a difficulty.

(4) Keep answers out of sight until the work has been finished. If answers are accessible, pupils are sure to work to them, and thus really get unfair help.

(5) The work in arithmetic should be carefully inspected by the teacher, not only to ensure that the result has been honestly obtained, but that the steps are in proper sequence and clearly and neatly set out. The practice of merely checking the answer and allowing full credit for its correctness is a mark of laziness in the teacher and is demoralizing to the pupil.

(6) When conditions permit, give special attention to backward pupils. These are the pupils most inclined to copy.

(7) Do not punish a pupil for not working a problem correctly. Undue severity is often responsible for the spread of copying.

(8) Encourage pupils to ask for help when, after honest effort, they have failed to solve a difficulty.

These eight points do not exhaust all that might be said on the subject. They do, however, contain advice which, if followed, will do much towards banishing copying from schools.

EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY M. E. LAZERTE, Ph.D.

GRADE IV PROBLEM SOLVING

FROM reports received from teachers who collected data for the assignments published in recent numbers of the A. T. A., the writer has chosen a few Grade IV lists and has classified the errors that appeared therein. The answer papers of over 200 pupils have been considered and all errors made in solving the twelve problems that appear below were noted. The writer ended the classification when he appeared to have reached the point of diminishing returns. This point was reached when 231 errors had been catalogued as no new types or sub-types had appeared for some time. The types of errors made by the pupils of any given grade are rather constant, although the particular form in which they appear is dependent upon the particular problem that is being investigated.

There follows the list of twelve problems that were used throughout the study, a classification of the errors, a detailed explanation of these various types, and a discussion of the significance of the report.

PROBLEMS

1. A man has \$45,231 in one bank and \$21,178 in another. How much has he in the two banks?
2. In 1920 there were 4,269 pupils in a city's schools. In 1929 there were 6,732. How many more were there in 1929 than in 1920?
3. A man earns \$3.45 a day. How much does he earn in a week if he works 6 days?
4. A milk can holds 9 gallons of milk. How many quart bottles can be filled from the can?
5. A carpenter made 428 boxes. How many boxes did he make each day if he was working for 8 days?
6. Find the number of pounds in 478 ounce packages of seeds.
7. If I pay \$6.50 a week for my board, how much will I pay in 4 weeks?
8. You had \$12 more than I had last night. Today you earned \$5 but I earned none. Find the difference between the amounts of money you and I have now.
9. One town has a population of 3,264. Another town has a population of 4,438. How many more persons live in the second town than in the first?
10. On August 20th a company had completed 495 miles of railroad. Between June 10th and August 20th they built 68 miles of railroad. How many miles of railroad were completed on June 10th?
11. I paid \$7.20 for 6 gallons of maple syrup. How much did I pay for each quart of syrup? (There are 4 quarts in 1 gallon).
12. Find the cost of 68 bags of coffee each weighing 50 pounds, if coffee is worth 32 cents a pound.

TYPES OF ERRORS

Transcription	5
Wrong computations	29
Lapse of attention	16
Old habit carried over (13)	
Data from problem or from memory ignored (3)	
Memory gave either no data or wrong data	22
Faulty habits accepted by the school	8
Defective number sense	16
Difficulty in finding or in analyzing the problem	135
Language difficulties (31)	
Led astray by suggestion (13)	
Unknown, not isolated (1)	
Incomplete analysis (9)	
Relationships not grasped (81)	
Total	231

DESCRIPTION OF ERRORS

In the following detailed description of errors the number in each bracket refers to the problem bearing the corresponding number.

Transcription—

- Numbers copied incorrectly: 5 errors.
 In (1) \$6.50 copied as \$6.00.
 In (11) \$7.20 copied as \$7.30.
 Others of the same kind.

Computation—

- Difficulty with zero: 4 errors.
 In (12) 3400x32 given as 109152.
 In (7) zero accepted as equal to unity, and \$26.04 given as the value of \$6.50x4.

A process once started is continued too long: 3 errors.

- In (1) the carrying that was correct in the first columns is continued to the 5 and 1 column, giving 7 as their sum.
 In (2) the borrowing habit in the last column results in the answer 1,463.

Simple errors such as in 428 divided by 8 or 16: 13 errors.

Failure to name the unit of measurement: 6 errors.

- In (7) we find 2,600 instead of \$26.00.

Omits part of the result: 1 error.

- In (7) 650x4 given as 600.

Confusion: 1 error.

- In (9) the following attempt at subtraction appeared—

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3264
4438
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12812 (mostly multiplication).

Unclassified: 1 error.

Lapse of Attention—

Old habit carries over: 13 errors.

In (1) when adding dollars two places are marked off as cents.

In (1) added for first four columns and then multiplied in the last column.

In (3) took data from his own experience instead of from the problem. Seven days were taken instead of 6.

In (3) dropped the decimal point.

In (4) errors in tables, 9×2 given as 72.
 9×4 given as 13.

Data from problem or from memory ignored: 3 errors.

In (4) ignored the 9 and took 1 gallon.

In (6) said that there are 16 ounces in one pound and then proceeded to use 12 instead of 16.

In (11) said he bought 24 gallons at 5 cents a quart.

Memory gave no data or wrong data—

Desired information not known: 13 errors.

In (6) the number of ounces in 1 pound not known.

Wrong memory items: 9 errors.

In (4) 2 quarts in 1 gallon; 8 quarts in 1 gallon.

In (6) 2 ounces in 1 pound.

Faulty habits accepted by the school—

Wrong method of expressing quotient and remainder: 8 errors.

In (3) 345 divided by 6 given as $57-3$. The school would remove errors of this type by using a different set-up of symbols.

Others of this same type.

Defective number sense—

Subtracting one number from a smaller one: 8 errors.

In (2) and (9). In (10) $68-495$ given as 373 .

Obtained product smaller than the multiplicand: 2 errors.

In (3) $\$3.45 \times 6$ given as $\$2.70$; in (11) another.

Gross error in magnitude of result: 2 errors.

In (6) 478 divided by 16 given as 270 .

Decimal point incorrectly placed: 3 errors.

In (7) $\$6.50 \times 4$ given as $\$2600$, etc.

Error in easy combination: 1 error.

In (8) 12 and 5 added to give 12

5

67

Difficulty in finding or in analyzing the problem—

Language difficulties: 31 errors.

In (2) did not know that 1929 and 1920 referred to years, and subtracted 1920 from 1929: 3 errors.

In (5) did not know the meaning of "each day": 27 errors. This led to the error of multiplying 428 by 8.

In (7) one pupil did not know that the $\$6.50$ referred to each of the 4 weeks: 1 error.

Procedure directed by some clue in the problem: 13 errors.

In (1) 12 pupils subtracted the numbers, the size of the numbers seemed to lead to this error.

In (7) one pupil picked up a stray suggestion and proceeded as follows: "There are seven days in one week. If there are seven days in one week, I will have to say to myself, seven fours are twenty-eight, so in four weeks I will have to pay $\$28.00$."

Data from problem given as the answer: 1 error.

In (2) "There were 6732 in 1929."

Analysis of problem incomplete: 9 errors.

In (11) ignores fact that cost of a quart is asked. "I paid $\$7.20$ divided by 6, or $\$1.20$."

In (12) the coffee costs 50×32 cents.

In (12) the coffee costs 68×32 cents.

Relationships not grasped: 81 errors.

In (10) reading faulty. "The company built 20×68 miles of railroad": 1 error.

In (10) x taken as $(a + b)$ instead of $(a - b)$: 11 errors.

In (10) x taken as ab instead of $(a - b)$: 7 errors.

In (2) added instead of subtracted: 9 errors.

In (8) subtracted or multiplied instead of added: 10 errors.

In (2) added the entire four numbers: 10 errors.

In (3) divided instead of multiplied: 4 errors.

Renominate number tables memorized but the relation of the units not understood: 22 errors.

In (4) 9 gallons equal 2 quarts and 1 gallon.

In (6) 478 ounces equal 7648 pounds.

In (6) 478 ounces equal 494, or 462, or 956 pounds.

In (12) the solution given is, "Add 68 and 50 and 32."

DISCUSSION OF ERRORS

Up to this point we have presented only summaries of data. In the following paragraphs we shall discuss certain conclusions which may be warranted.

It is evident that many children attempt to solve problems in arithmetic without having discovered the problem that should be conveyed by the written words. Pupils must be made more efficient in reading the language of arithmetic. Other investigations have proved that in many instances we can assist pupils in solving any given problem merely by rewording it. After the pupil has discovered the problem, he must be able to understand the relationships expressed and implied as they exist among the knowns or between the knowns and the unknowns. There is doubtless an innate factor at work here, but previous investigations have shown that with any given ability pupils may be trained to unravel and express relationships. In any study of pupils'

errors, there are always many instances of failure to grasp the essential relationships expressed in the problem.

The summary presented above shows that memorized information, while essential to the solution of many problems, is not sufficient to guarantee a solution of any problem demanding the use of the information.

The school must accept the blame for several errors in the above list. As teachers we are often careless in our use of mathematical symbols. It is not desirable that pupils should use the "—" at one time as a sign of subtraction and then on another occasion use it as a "dash" separating a quotient from a remainder. Such habits as these carry over to other situations and for the student who passes along to the study of Algebra they may cause much confusion.

Under "computation" we find errors that persist because there has been an inadequate amount of drill. There are others that appear because we have seldom introduced the pupil to work with zero in the field of combinations and separations. The pupil is left to acquire incidental notions concerning "O."

In the above list of errors there were nineteen appearing under "Lapse of attention." How are these errors to be eliminated? We have no certain answer. We know that pupils may be trained in powers of attention and it is the business of the school to give this training. If arithmetic were made more interesting to pupils there would be fewer lapses of attention while problems were being solved.

The writer is impressed by the frequency of errors that seem so readily classifiable under the heading "Defective number sense." Arguments have appeared in these columns on previous occasions to the effect that pupils should be made conscious of relative magnitudes of numbers from the beginning of their school experience. There is possible some slight affective quality to number experiences that might be stimulated in children, so that they are simply uncomfortable away inside somewhere when they discover that after multiplying some number by a perfectly healthy integer they obtain a result that is smaller than the multiplicand with which they began operations.

The data given above do not call for lengthy discussions. Each reader may draw his own conclusions from them and, what is of more importance, he may create for himself a number of unanswered queries. There is interest and profit in the tabulation of pupils' errors when one's attention is being focussed upon the possible remedial methods that might serve to remove the errors. After making a representative list of errors for a given grade, one is impressed always by the fact that the errors fall into relatively few classes. One wonders then why in our instruction we do not attempt more frequently to develop the limited number of abilities that appear to be necessary for the solution of problems.

Two hundred Russian teachers have been found guilty of lacking proper enthusiasm for Soviet politics. They have been dismissed, forbidden to teach any more and prohibited from leaving Russia. And this is what we are asked to believe is liberty for the worker.

—Calgary Albertan.

ALBERTA SCHOOL WEEK

THE week beginning January 12 is to be school week in Alberta. Plans no doubt anticipate a campaign of public education on all phases of the school question—on the administrative and executive not less than on the academic. And if observation is accurate there are few questions on which the public is so ill-informed as on affairs relating to the public school, albeit there has been a noticeable tendency in recent times for parents to take a more understanding interest in the problems connected with the education of their children and for rate-payers generally to inquire the way to truth regarding the administration of these institutions for which they all pay taxes, parent and bachelor alike.

The occasion will be an excellent one for conducting a public forum on rural education in Alberta and especially the solution proposed by the Minister of Education, Mr. Baker, which was hoist at last session of the Legislature. That rural education is in need of some measure of reform is a fact recognized not only in this but other provinces and to effect this the Minister proposes to start at the administrative end of the problem—"to ensure full time operation of sufficient schools, both elementary and secondary; to effect a fair distribution of the cost" and thus "to improve the quality of the education provided in the schools."

Thus far most of the opposition has come from rural trustees who appear to suspect that in some way democracy of school management and therefore their own influence are threatened. The simple fact, however, seems to be that Mr. Baker, as The Stettler Independent said editorially when the question was an issue a year ago—

... wants to put the rural school system on a business basis similar to any other co-operative business, such as the banking system. Taking the banking system as an example, would it be better for the head office of the system to select managers for each branch or would it be better for two or three shareholders at each branch to select the manager?

Which is approximately what the Minister, among other things, proposes; himself to accept the responsibility of appointing the teacher. The result, it is estimated, would be to bring intelligence to bear on the important task of placing teachers where they are best fitted; to exercise more supervision; to provide means for eliminating the inefficient and to retain more ambitious and able teachers.

At a meeting of the Hanna inspectorate the opinion was expressed that "similar improvements in our rural education could be obtained without the creation of unnecessary boards or without curtailment of the democratic powers now exercised." But, The Drumheller Mail added,

... the fact remains that until the Minister of Education came forward with his proposed bill the majority of rural boards had never agitated for these improvements.

Many phases of the education problem and especially rural education has come to light since the bill was shelved last session and by the light of our subsequent knowledge, the new contributions to the subject by authorities of other provinces as well as by such public discussions as the projected "school week," the cause should be greatly advanced by the time the Legislature meets again.

—Calgary Albertan.

THE GOAL IS THREE THOUSAND OF US Before Easter, 1930

OUR ROSTER OF MEMBERSHIP IS 300 GREATER THAN LAST YEAR AT THIS TIME
A LITTLE MORE ENERGY AND CO-OPERATIVE EFFORT AND WE GO
OVER THE TOP

LOCALS: A vigorous membership campaign during the next two months will be a very real spur and encouragement to your Provincial Executive in forging ahead with confidence and enthusiasm through what promises to be the most significant and serious campaign for Education and the Teacher which has ever developed in Alberta.

Much legislation affecting Education and the Teacher is in prospect. The success attending the efforts of the A.T.A. to safeguard and promote the cause of Education and the Teacher depends largely on the percentage of Alberta Teachers who are members of the A.T.A.

ALBERTA TEACHER! If you are already a member of the A.T.A. don't allow your membership to lapse. Do a little more than just pay your fees: induce some "knocker" or non-member to turn over a new leaf.

NON-MEMBER! If you are interested in the New School Act; in Interesting the Public in Educational Matters; in Pensions for Teachers; in Obtaining a Square Deal regarding Salary, Agreements, and Conditions of Engagement or Dismissal; in Making of Teaching a Respected and Dignified Profession; in All things Connected with Education and the Life of a Real Teacher

YOU CAN DO VERY LITTLE UNLESS YOUR SHOULDER, TOGETHER
WITH YOUR FELLOW-TEACHERS', IS PUT TO THE WHEEL OF PROGRESS.

Non-membership of your professional organization means that your weight is thrust against the wheel of progress.

FILL IN AND FORWARD THIS FORM

To: ALBERTA TEACHERS' ALLIANCE, INC.,
Imperial Bank Building, Edmonton, Alta.

Date....., 1930.

Forwarded is the sum of..... Dollars,
being membership fees of the undersigned.

SCALE OF FEES

Salary under \$1500.....	\$ 6.00
" " 2000.....	8.00
" " 2500.....	10.00
" \$2500 and over.....	11.00

Signed.....

School District..... No.....

Address.....

Annual salary earned \$.....

If you have a bank account you may use this cheque form to pay your fees.

\$.....

Date..... 193.....

To.....

(Fill in name of bank)

(Branch)

PAY TO **Alberta Teachers' Alliance, Inc.** OR ORDER

..... DOLLAR

in payment of.....

(Signature)



COUNTER
CHEQUE

The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month



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JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

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Editorial

THE FOREMOST QUESTION

"WHAT about the new School Bill, is it dead?" "Will it be introduced again at the next session of the Legislature—or what?" Such are the queries put whenever and wherever education or any phase of it is under discussion in the Province. Everybody wants to know something: nobody, unless it be the Cabinet itself, seems to know anything. We don't believe, however, that the understanding so prevalent during the last session amongst all interested parties will be permitted to fade away. If we diagnosed the situation rightly, the Bill met with considerable doubt and uncertainty amongst the Government followers themselves regarding its chances of success in the House and its endorsement throughout the Province, therefore it was deemed unwise to introduce the Bill early during the last session with a view to its going to the Committee stage in preparation for its final adoption. So it was introduced for discussion late during the session, and the debate was closed by the Minister of Education without a vote being taken as to whether or not the Bill "be read for the first time." But there was a definite understanding if not an undertaking that, after being held over for a year for discussion throughout the Province, the electorate would be made better informed and "sounded" regarding its provisions, and the Bill would be introduced again early during the 1930 session to be finally dealt with. And even so there existed a general impression which has gradually become more definite that in its original form the Bill would have little chance of finally becoming law.

* * *

A YEAR has passed, almost, and we are just wondering whether or not outside the ranks of the U.F.A. and its sister organizations, the public as a whole are much more intimately acquainted with the provisions of the new Bill than when the Minister's pamphlet was first distributed broadcast. If such be so, then it is very unfortunate. It may be that the rural population has either ceased to interest itself in the matter by reason of the belief that the Bill is dead and, therefore, it is not necessary to devote any attention to educational changes until once again they see in black and white just what the changes promising to become law will actually be.

Constructive criticisms seem to be almost a minus quantity and this is due possibly to the secret resting in the lap of the Gods regarding what alternatives

or compromises might be acceptable to the Government to the far-reaching proposals, e.g.:

- (a) Would the Bill be accepted with the elimination of the General Board?
- (b) If the divisions are considered too large, is it possible still to put into existence a larger unit of administration than the rural school district?
- (c) What unit of administration would likely be found sufficiently large to enable the Board to function with dignity and efficiency and at the same time dispel in large measure the argument that the Bill makes the parents and the local community too far removed from the school and the administration?
- (d) It is the Minister's laudable aim to provide for increased supervision in rural schools. Is it possible to arrive at any other method acceptable to him than the dissolution of the Inspectoral staff as it at present exists and making Divisional Superintendents of them? Would it be acceptable to retain the inspectors as inspectors and allow the larger units of administration to appoint their own supervising officers?

* * *

WE suggest a few alternatives which might go a long way towards allaying suspicion and opposition to the Bill. We suggest first: that the General Board idea be "scrapped," not so much because its demerits outweigh its merits—that is purely a matter of opinion—but because the public at this time at least, will not fall into line with the idea. This would necessitate the making of substantial equalization grants from General Revenue to assist units of low assessment to finance their system, in the same way as is now done with rural school districts in a penurious condition.

The prevailing system of school organization and administration outside the large cities is no longer adapted to modern uses. This is a fact recognized not only in this but in other provinces from Ontario to British Columbia and the world over it has become recognized that the unit of taxation for civil purposes should be the unit of taxation for educational purposes. In Alberta the Municipality is the unit of taxation for civil purposes and this might well serve as a unit for educational administration. Each municipality might have its own school board of, say, five members. Many arguments can be advanced favoring this. The population throughout the municipalities is generally fairly homogeneous respecting both race and religion. There would therefore be less chance of racial and religious differences than would be possible and probable over a larger area. Besides this, a religious minority in a municipality without serious difficulty might create

a separate school district, as is now the case in the large centres. Since the average municipality would contain from 12 to 20 schools, each might appoint a "principal of schools" to serve as the local supervising officer. His relationship to the individual teachers throughout the municipality would be equivalent in large degree to that of the Principal of a large city school toward the 12 to 20 members of the school staff. Hence the problem of supervision would be largely overcome without involving the Inspectoral Staff as it at present exists. The Inspectors then would be actual inspectors; they would not be expected to devote much time to class-room supervision—the municipal principals would do this—but to represent among school boards, taxpayers, parents, and teachers the educational policies of the Government in general, and to see that educational law is enforced in spirit and in fact.

* * *

WE suggest also that every town and village be included in the municipality surrounding it, for under present conditions there is no more supervision in town and village schools than in rural schools, as the school principal is too busy with his own classroom of high school pupils throughout the teaching periods of the day to be a supervising officer to the staff. He cannot be the helper or demonstrator of his staff in the classroom itself. As a part of a municipality the town and village school would have the same benefits of a municipal principal as the rural schools.

Again, provision might be made in the Act to amalgamate several municipalities for secondary school purposes which would go a long way towards solving the problem of rural secondary education. The argument for municipal school boards might be developed at length, but space forbids. Suffice it to say that if the large Divisional Board will not prove itself acceptable, Municipal School Boards, for elementary educational purposes, with amalgamations of several for secondary educational purposes, would be a most progressive step towards solving the problems of—

- (a) Providing for a larger unit of administration;
- (b) Providing for adequate supervision;
- (c) Paving the way for genuine progress in secondary education throughout the Province.

CAUGHT AT LAST!

TEACHERS throughout the Province will learn with interest and a degree of satisfaction that a recent prosecution was successful in the District Court at Edmonton of a peripatetic vendor of high priced reference books for teachers. The heavy fine levied will serve as a salutary lesson to a type of unscrupulous, high pressure salesmen who have been

a constant source of annoyance, if not grief, to young teachers, especially those in rural schools. The example made may result in a halting of their activities. Let us hope so. The Attorney General's Department who instituted and carried through the court proceedings, are to be congratulated upon their action in the matter.

FLOREAT DRUMHELLER!

THE Drumheller School Board and the Drumheller Local Alliance deserve hearty congratulations on the fine spirit of mutual co-operation manifested. A recent request to the School Board by the Local Organization has resulted in the granting of representation of the Local at School Board Meetings. This gives practical evidence of the right spirit of aggressiveness on the part of the Drumheller A.T.A. members and of the progressive attitude and foresight of the School Board. We feel sure that the parties to the arrangement will be mutually benefited thereby. The teacher representative will take to the School Board not merely his own technical knowledge of educational matters but the collected opinion of his teacher colleagues: he will be able to explain to the School Board the attitude which teachers are likely to adopt with regard to proposals affecting the work of the schools, and such knowledge of the teachers' views is often of the greatest service to the School Board and its officials. On the other hand, the appointed teacher representative to the School Board will learn something of the principles upon which the Board may be acting, something of the motives which guide them in reaching their decisions, and without in any way disclosing any procedure which the Board may regard as confidential, he will be able to give to the members of the teaching staff such information as may prevent misconception and thus materially aid the smooth working of the education machine.

Teacher representation will be a constant evidence of mutual trust and goodwill, and provide a bond of unity between the Drumheller School Board and the teaching profession. The Drumheller School Board appreciates evidently that the decisions of a School Board depend very largely for their effectiveness upon the loyal co-operation of the teaching staff.

'WARE!

SCORES of complaints have been received by the Alliance during the past five years from young teachers who have been duped by the skilfully prepared sales-talk of representatives of certain corporations who peddle reference books printed south of the Border, produced primarily for American consumption. How suitable or otherwise they may be for use by U.S.A. teachers we are not in a position to judge, but they are *not* specially produced to

harmonize with the Alberta courses of study, no matter how facile arguments may be developed by the salesmen to prove them to be so. Furthermore, the price usually asked for them is many times their actual value. The book agent usually represents that the books are "given" free of charge, the money required being a charge solely for a reference service extending over a period of years. A cash payment is made on account and "just for the sake of business formalities," documents are signed with the assurance that if dissatisfied the books may be returned, the money paid will be refunded and there will be an end of the business.

After the documents have been signed, the slick salesman immediately decamps; the teacher waits until school is dismissed and she is then able to scan the provisions of the contract, and realizes with concern that they are of a most binding character, obligating payment of substantial monthly instalments, not yearly, irrespective of any undertakings, promises or representations made verbally by the agent. The books arrive a few days later, they are a disappointment; the teacher returns them to the company and then the "fun" commences. She writes the company and, not infrequently asks for her money to be returned. "Nothing doing," in effect, says the company in reply. "Dear madam:" implies this form letter, "The bargain is yours, not ours. You don't realize what a treasure you have obtained, the books are worth their weight in gold, and the reference service is such that if you avail yourself of its privileges all your inspectors' reports will grade you 'Excellent.' You will be an outstanding teacher, and a living encyclopædia, etc., etc. Really you would not insult your intelligence by reasoning that the contract signed by you does not mean exactly what it says. Our representative who sold you the books is a most truthful, reliable servant, incapable of misrepresentation. We regret that we can not see our way to humor your change of mind and heart; you must hold yourself obligated to fulfil the requirements of the contract." Duns for the monthly instalments arrive from time to time, interspersed with letters growing stronger and more threatening in tone; veiled threats give place to direct intimidation, and finally, letters are received from the company's solicitors, reaching a climax in the form of a writ. Many teachers rather than face a court action, succumb to the threats; others, confident of being able to prove false representation, decide to fight, if necessary; they ignore the duns and threats, or write challenging the company to go ahead and sue. Usually that is the last they hear of it, although cases have been known where an undefended action has resulted in judgment being entered against the teacher.

WE suggest that teachers who have been "roped in" by false representations should not allow the fear of appearing unsophisticated in business affairs to override their desire to resist the imposition. It may be comforting in some degree to those who have been tricked to learn that young teachers are not the only dupes. One agent "cleaned up" in one town, the victims including the mayor, who is a barrister of wide experience, several hard-headed storekeepers, and a few professional men.

Recently a representative of one of these Reference Book firms desired to convince us that *his* firm authorized *bona fide* salesmanship only. We accepted his offer to listen to a demonstration. We listened with admiration. The whole of our visitor's talk was so ably and artfully compiled that it would be difficult indeed to label as misrepresentation any individual sentence or particular words or phrases; yet no impressive quack could deliver a more convincing oration on the efficacy of his concoction to cure everything from tummy-ache to tuberculosis; no advocate could cast over his guilty client more roseate hues of innocence and sanctity than did this gentleman over his firm's business ideals. However, he beamed with satisfaction when informed that in our opinion no court could hold any individual part of the "talk" to be misrepresentation, but he was no less non-plussed when it was suggested that it was not necessary to tell actual lies to create a wrong impression; direct lies were the least intelligent form of trickery. If that was the "stuff" prepared for consumption of buyers then their whole procedure, it seemed to us, was a conglomeration of trickery from start to finish. Furthermore, we suggested that it would improve their ethics if their *chef-d'oeuvre* were recast so that in fact as well as intention it could be labelled "Genuine, unadulterated falsehoods."

No wonder even lawyers and business men of experience capitulate once they allow such cloaked subtlety to spill its flow from the lips of the agent. What chance of effective resistance would a young man or woman have, alone in the rural school and unacclimatized to salesmanship procedure and power, when, while the seller is "hitting on all six," the harassed teacher must needs endeavor to keep tab on a bunch of mischievous imps fully conscious that teacher is too occupied to check up on them? What is to be expected, happens—the harassed young teacher just signs up in order to get rid of a nuisance, at the same time accepting the assurance (an indiscretion we admit) that "cancel if not satisfied" will hold after the documents have been signed.

* * *

TEACHERS should bear in mind the following when approached by book agents of this type:

- (1) Books are not given free of charge. "Nothing is given for nothing."

- (2) These books are priced at a figure much above their actual value. The commission paid to the book agent is very high. This commission must obviously be covered by the purchase price paid. Boost in price, Number 1.
- (3) The high percentage of N.G. contracts, the low percentage of collection of book debts, means that those who pay up in full must offset the loss occasioned by those who refuse so to do. Boost in price, Number 2.
- (4) Book selling is a real art. Sales-talks are based upon most skilfully compiled material, prepared by experts of wide and varied experience, with a view to breaking down every disinclination the prospect may feel against purchasing.
- (5) No matter what representations are made directly or by implication, neither the Department of Education, the Inspectors, nor the Alliance are in any way associated with publishing houses endeavoring to dispose of sets of reference books to teachers while teaching in schools.

Congratulations



George H. Van Allen, K.C.

Solicitor to the Alberta Teachers' Alliance, Inc.

Hearty congratulations, Mr. Van Allen, on the honour recently conferred upon you in being appointed King's Counsel.

Calgary Public School Men's Local of the A.T.A.

The December meeting of the above Local was held on Tuesday evening, December 3, at 6 p.m. About 25 members attended, some of whom arrived after the supper. F. Speakman, President, occupied the chair.

J. W. Verge, chairman of the Cumulative Sick Pay Committee, reported progress. M. W. Brock, reinstated as chairman of the Pension Committee, reported on the work of his committee. He gave an encouraging speech on the present prospects. G. H. Lunn spoke on the matter of consideration being given to members with overseas service to their credit. D. Norton, besides being Secretary-Treasurer for the year, acted as the representative of the Local at the School Board. His report as Secretary-Treasurer showed the Local to be in somewhat better shape than last year. Mr. Speakman, on retiring, reviewed briefly the condition of the Local and the outlook for the provincial body. The election was then held, open voting being used.

The following officers were elected for 1930: President, A. Florendine; Vice-President, A. T. Godwin; Past President, F. Speakman (no election); Secretary-Treasurer, D. Norton; Executive members, D. G. Badcock, K. P. Meicklejohn, N. J. Kennedy and L. A. Daniels.

LECTURES ON MENTAL HEALTH

Dr. H. E. Smith, of the University of Alberta, will continue in the new year the series of lectures in Mental Hygiene which he has been giving at the Y.W.C.A. in Edmonton. The lectures are given on Monday evenings at 7:30. The topics listed below deal largely with problems of particular interest to teachers. At the close of each lecture opportunity will be given for discussion.

January 20—The Treatment of Delinquency.

January 27—Behaviour Problems in Junior School Children.

February 3—Problems of Adolescence.

February 10—Mental Adjustments in Industrial and Business Life.

February 17—The Education of the Mentally Handicapped.



OUR TEACHERS' HELPS DEPARTMENT



This department exists for the service of Alliance members in the classroom. It will be directed, as it always has been, to give help where help is most needed, i.e., in the ungraded school. We shall put "in our window" what we think will be of most use to you in saving overtime work, in providing good suggestions, and in supplying needed material. We do not think it worth while to merely duplicate text-book content; but we may offer some ideas on how to organize it.

IF AT ANY TIME YOU FEEL ACUTE NEED of a set of supplementary exercises, of composition ideas, of seat-work suggestions, or anything else for which you are really at a loss, PLEASE ASK US. DON'T WAIT FOR IT TO BE SHOWN "IN THE WINDOW."

Write, stating clearly what you want, to

EDITOR, T. H. D.,
A. T. A. Magazine,
Imperial Bank Bldg.,
Edmonton

DO YOU NEED—

A book containing special material for History, Geography, Citizenship, Literature or other work in the classroom

A book on teaching method

A book to illustrate some phase of extra-mural University work

Advice or assistance in the selection of Intelligence, Proficiency or Progress Tests?

You may not be able to name the book, yet you know what you want it for. If you will write to us stating SPECIFICALLY the kind of help that you want, we will try to find the right book in the Provincial or University Libraries, and send it to you.

THE A.T.A. BOOK SERVICE,
Imperial Bank Building,
Edmonton, Alberta.

CORRESPONDENCE AND COMMENT

We regret to have omitted answering last month the query: "How many pounds in a bushel of potatoes?" The answer is 60 pounds.

PRIMARY READING

We have pleasure in publishing this month a paper delivered by Miss Vera Ignatius of Etzikom (S. Alberta) at the Fall Convention, and placed at our disposal. We believe it contains a great deal of valuable suggestion, and we take this occasion to express our thanks to Miss Ignatius for the use of it. There are some primary games and devices listed in the paper with which we are not familiar; we shall be pleased to deal with requests for information as to any in which you are interested, and publish such particulars as we can obtain, in later issues.

HISTORY TEACHING

We are still receiving queries about good books for history teaching in the lower and middle grades. We cannot do better than repeat our previous advice, that if you want a great fund of story material on the discovery, exploration and development of Canada, Miss Dickie's series of History Readers will supply that want. We especially recommend "The Long Trail," which deals with the adventures from Cartier to David Thompson; and "The Canadian West," which contains a wealth of the very material that is hardest to gather, relating to the westward expansion of settlement. Both are in very attractive style and invaluable for the Grades they cover. One dollar and ten cents will purchase either book post-free from the School Books Branch, De-

partment of Education. Probably you would find the solution of many difficulties in the Catalogue of the School Books Branch, which is regularly sent to the School Secretary but probably never reaches you.

OUTLINES FOR FEBRUARY

Outlines for Grades II. to VII. Inclusive, by Courtesy of the Calgary School Board

GRADE I.—

ARITHMETIC

- (a) Counting by 4's to "20."
- (b) Formal teaching of combinations and separations of the doubles.
- (c) Combinations and separations, using "1 more" and "1 less."
- (d) Recognition and making of symbols to "70."

READING AND LITERATURE

February—

- (a) Reader, page 67 to 107.
- (b) Phonics wh, ng, ea, oy, oi, c (soft), g (soft), qu.

February and March—

- (a) Memorization of the following:
 - (1) What is pink?
 - (2) Who has seen the Wind?
 - (3) What does the Bee do?
 - (4) When I was Down Beside the Sea?
 - (5) A Frisky Lamb.
 - (6) Sun and Rain. (Sing Song). Christina Rossetti.
 - (7) O Wind Where Have You Been?

(b) Retelling by the pupils and dramatization of episodes in the stories:

- (1) The Three Pigs.
- (2) The Wind and the Sun.
- (3) Black Sambo.

(c) "Sentence Sense" to be further developed. Follow this up by having the pupils copy a simple sentence, which has been obtained from oral work and has been written on the board by the teacher.

(d) Drill on the correct use of "isn't" and distinct pronunciation of the final "t" as found in such instances as "at the train."

(e) New stories to be read or told by the teacher:

- (1) Cinderella.
- (2) David the Shepherd Boy.
- (3) Nature stories.

ART

Design a linoleum pattern, and make a rug for the Doll's house.

ELEMENTARY SCIENCE

Animals: Care of domestic animals (cows, horses and sheep). Their feeding and protection. Care of pets in winter. Study animals that are roaming around wild, for example: moose, deer, coyote, fox.

Where are the gophers, squirrels and bears?

Fish that may be bought in the winter.

Frost: On the window panes. Shapes of snowflakes.

Weather calendar observations, discussions and records every month.

Stories read about winter conditions involving children of other lands. Animals, birds, etc.

GRADE II. —

READING AND LITERATURE

(a) Reading —

- (1) Little Hiawatha.
- (2) Gray and White.
- (3) The Country Mouse and the City Mouse.
- (4) The Lost Doll.
- (5) Hiawatha's Brothers.
- (6) Supplementary Reader.

(b) Literature and Memorization —

- (1) My Shadow.
- (2) Where Go the Boats.
- (3) A Good Play.

(c) Stories for Telling —

- (1) Sleeping Beauty.
- (2) Peter Pan.

LANGUAGE AND COMPOSITION

(a) Oral Topics —

- | | |
|-------------------|-----------------|
| The Chinook Wind. | My Best Friend. |
| A Birthday Party. | Dogs I Know. |

(b) Teach abbreviations Mr. Mrs. ft. yd.
Teach — He doesn't.

(c) Review ou; ow; oi; oy; ce; ge; dge (comes after a short vowel where ge is found after a long one).

SPELLING

(January to April)

Teach the words from the second term list, also difficult words from the supplementary list, taking four or five new words a day. Finish the phonic list. Continue the Friday review.

Suggestions—Use the words from the lists in simple sentences for dictation, starting about March. Insist upon the correct use of capitals and periods.

Teach the words which have a short vowel, and double the final consonant, when ing or ed is added, e.g.—get, getting; run, running; slip, slipping, slipped.

Teach the words which drop the final e when ing is added, e.g.—come, coming.

Teach related words as love, lovely; dark, darker; duck, duckling; end, ended, ending.

ARITHMETIC

Counting to 1000 by 100's.

Review combinations and separations to the 14's.

Relative value of money—1 cent, 5 cents; 10 cents, 25 cents, 50 cents, one dollar.

Review unit, tens and hundred place value.

Review $\frac{1}{2}$. Teach $\frac{1}{2}$ of any simple number.

Connect $\frac{1}{2}$ of 12 with $\frac{1}{2}$ a foot, $\frac{1}{2}$ a dozen.

Connect $\frac{1}{2}$ of 60 with $\frac{1}{2}$ an hour; $\frac{1}{2}$ of 100 with $\frac{1}{2}$ a dollar.

Daily drill in adding and in simple oral problems.

HYGIENE

1st week: Booklet — Make a booklet on fruits.

2nd week: Teeth and Care of Teeth.

3rd week: Nails and Care of Nails.

4th week: Hearing and Care of Ears.

NATURE STUDY

1. Hunting after moose, deer and fur bearing animals—stories of trapping—humane treatment of animals—use of pictures.

2. Fish in winter and stories of winter fishing.

3. Study of heavens—bright stars at night—Milky Way, Northern Lights.

4. Cardinal points of compass—location of pupils' homes and other points of direction.

CITIZENSHIP

First Week — Skating and sliding — necessary as exercise. Conduct if rink or slide is crowded. Warn children off rivers unless accompanied by elders. Coasting — be careful that others are not in the path of sleigh. Keep to side going uphill, etc. Change damp clothing on going into the house.

Second Week — Care of books. Help teacher to repair those of the schoolroom. Use of library. Care of pictures, repair of seat work.

Third Week—Lines. Review of assembly and dismissal rules. Following captain's directions. Order in hallways and cloakrooms. A lesson on being a good captain. No shouting at the others, etc.

Fourth Week — Behaviour on street cars and in stores, etc. Plenty of dramatization. Boys should raise hats and let girls precede them, etc.

GRADE III. —

READING AND LITERATURE

Reading and Literature go hand in hand. Enjoyment and appreciation followed by dramatization and memorization is the desired end in this grade.

The mechanics should be pretty well mastered by the time the pupils reach Grade III, but drill on the more difficult vowel and consonant combinations will be found necessary. Review phonics if the pupils stumble.

Word drill and silent reading should always precede oral reading lessons.

Silent —

- Saint Valentine.
Pippa.

Oral—

- He and She.
The Child's World.
The Dog of Flanders.

Story Telling —

- The Magic Mirror.

Memory —

- The Arrow and the Song.
Pippa's Song.

Dramatization —

- The Pied Piper of Hamelin.

COMPOSITION

After the letter is taught there should be weekly practice. Two stories a month at least should be dramatized.

(a) **Oral**—Animals that Sleep all Winter; St. Valentine's Day; A Bear Story; Our Baby.

(b) **Formal**—Continue three original sentences on discussed topic; A three-sentence letter a week. Teach: their, there; here, hear; to, too, two.

(c) **Vocabulary Building**—Adding ing, as: (1) sing, singing; (2) write, writing; (3) trot, trotting.

CITIZENSHIP

- (a) Making of Friends—Be yourself—stand fast for the right. (You make friends and your friends make you).
- (b) Loyalty and Truth Telling—Tell truth even although it results in unpleasant consequences.
- (c) Stories:
 1. St. Valentine.
 2. St. George and the Dragon.
 3. Knights of the Round Table.
 4. Story of Joseph.

SPELLING**Second Term—**

January to March 15th—Teach the list of words given for the second term.

March 16th to April 30th—Words from the supplementary list not previously taught.

May and June—Review.

In each of the above periods there will be time for the teaching of extra words needed by individual classes.

In order that the Spelling lessons may be an aid to Composition, it is suggested that dictation of phrases or sentences be given at least twice a week throughout the year.

ARITHMETIC

1. Emphasize rapidity in addition and subtraction.
2. Counting by 9's and 7's.
3. Teach 8 times table (m. and d.).
4. Teach quart and pint.
5. Teach time telling in minute spaces.

HYGIENE

Care of the Body—Foods, cleanliness, water, sleep.

GRADE IV.—**READING AND LITERATURE**

In Silent Reading aim for increased speed.

In Oral Reading smoothness and expression of wholes to be the aim.

In Literature help pupils to build up mental pictures—to visualize.

Note—Minimum of work only is suggested.

Silent Reading—

Billy Topsail.
Wreck of the Hesperus.

Oral Reading—

The Wind and the Moon.
At School with Shakespeare.

Literature—

Little Brown Hands.
Three Trees.

Memory Work—

Tell-Tale.
The Gypsy Song.

Story—

The Gorgon's Head.

LANGUAGE AND COMPOSITION

The aims of this grade are—

- (a) To teach the pupil to gather ideas before he speaks or writes.
 - (b) To enlarge and improve his vocabulary.
 - (c) To give practice in speaking and writing the simple sentence.
- A. **Vocabulary Lessons**—Teach same word as different parts of speech.
 - B. **Practice in sentences beginning with:** Was there; were there; is there; are there, etc.
 - C. **Use descriptive phrases in sentences:**
 - (a) A heavy peal of thunder.
 - (b) The fragrance of the flowers.
 - (c) The golden corn.

CITIZENSHIP AND HISTORY TALKS

Laws—Necessity for laws and rules.

Our responsibility in obeying laws, in the home, at school, in the city.

"In order to command; learn to obey."

St. Valentine's Day.

Manners—Behavior in public places.

Respect towards poor and aged.

Early Days in Alberta.**SPELLING**

Owing to the fact that many words in the prescribed course are known to many of the pupils, it is suggested that time should be spent in drilling upon the phonetic words found in Morang's Phonic Manual. These words will be found useful in writing Composition, Literature, etc.

Note—Lists should be made by each teacher of ordinary words misspelled by pupils in written exercises. It is recommended that the words on these lists be treated as part of the Spelling Course for the class.

Remaining 80 words in Course—Second Term List.

Memory Work Spelling.

ARITHMETIC

Long Division with checks, using two figures for divisor and five for dividend.

Multiplication with checks.

Teach: Oz., lbs., cwt., tons.

Give problems in same.

HYGIENE

Care of the Body—Cleanliness, bathing, hands—wash often, finger nails, teeth, pure soap, individual towel, regular habits—sleeping, eating; respiration—through nose; clean desks, drinking an abundance of pure water—small quantities often.

GEOGRAPHY

Detailed study of: Linen, cotton, wool and rubber.

Various phases of the Moon, as per Course of Study.

NATURE STUDY

Animal Study—Rabbit (winter), bear, mountain goat.

Bird Study—Screech owl, Whisky Jack (Canada Jay), Snowy owl.

GRADE V.—**READING AND LITERATURE**

This Suggested Outline Represents the Minimum of Work.

Oral Reading—

Moses at the Fair.

Memory Work—

The Bugle Song.

Silent Reading—

The Round-up.

Literature—

Moses at the Fair.

Story Telling—

The Wandering Jew.

LANGUAGE AND COMPOSITION

The aims in this grade are—

- (a) To teach pupils to recognize the main idea in any group of ideas.
 - (b) To teach the simple paragraph.
- Since the new work for Grade V. is "Paragraph Work" this should be commenced early in the term and continued throughout the year. In September some hero, such as Jason, Roland, etc., should be selected as interesting to the class and suitable alike for paragraph work, teaching of continuity, selecting of interesting matter and the beginning of the world list for the year.

Another important division of this subject is vocabulary work. With this end in view, there should be regular and intelligent use of the dictionary and systematic sentence practice, both oral and written, with words which have created their own interest for children.

In all Oral Composition common errors should be corrected as they occur. Such errors as are given on page 71 of the Course of Studies should also receive attention.

Children should be taught from the first to criticize their own work and should be given some easy standard, such as the samples given on page 72 of the Course of Studies.

Oral Composition should occupy about two-thirds of the time and Written Composition the other one-third. In the written paragraph teach indentation and capitalized title. Quotation marks will be required for direct narration in written dramatization.

Owing to the nature of the work, there will be a great similarity each month—the paragraph—but it should increase in difficulty.

For suggested exercises see Course of Studies, Part 1, p. 70, also Learning to Speak and Write, Book II, pp. 14 to 16, 21, 25-15, 26, 30, 34-11, 40-11, 41 to 43, 44-1, 45-4, 47-2, 47-7, 48-9, 49 to 51.

SPELLING

In addition to words found in the Course of Study and in the Speller pupils should gradually become familiar with words used in Geography, Citizenship, etc., providing the spelling of them is not beyond the scope of the pupils. If it is at all possible, teach such words in the spelling lesson immediately following the Geography or other lessons in which they were introduced. Give dictation exercises from Reader, also sentences built up by introducing words from the different subjects.

Note—Lists should be made by each teacher of ordinary words misspelled by pupils in written exercises. It is recommended that the words on these lists be treated as part of the Spelling course for the class.

Remaining words in Course—Second Term.

Words from other subjects.

ARITHMETIC

In this grade continue the development in speed and accuracy in the four simple rules. In bills and accounts stress neatness, systematic form and accuracy. Give practice in all statements in problems and encourage pupils to think for themselves and to show originality in written solutions. Keep all problems and exercises as practical as possible.

1. Square Measure.
2. Areas—Problems.

GEOGRAPHY

Alberta—

1. Natural Regions. Survey System.
2. Railroad Trip—Main Line C.P.R.
Auto Trip—Medicine Hat to Crow's Nest Pass.

HISTORY AND CITIZENSHIP

Some of the qualities which should be magnified in the mind of the pupil at this stage are: Self-respect, personal honor, a sense of justice, courage that avoids bravado, the right use of leisure time. This can be brought about by the use of suitable stories, either read or told.

The formal teaching of History is not required.

History

Stories of settlement and pioneer life, e.g.: Experiences of settlers who came to America under the patronage of Lord Selkirk and formed the Red River Settlement.

Citizenship

January and February—

A sense of justice to include a frank recognition of the necessity for restraint and punishment, both in school and at home, as well as recognizing the unfairness and unkindness of injuring animals and tormenting younger pupils.

PHYSIOLOGY AND HYGIENE

In this grade the main object is to teach the child to care for his or her body in an intelligent manner—to show the "Why" of health practices, and to develop good health habits.

The Muscles—

1. Muscle—building foods.
2. Importance of rest and deep breathing.
3. Sprains.
4. Disease germs attacking muscles.
5. Review.

GRADE VI.—

READING AND LITERATURE

Literature—

Scene from William Tell.

Memorization—

Choice of: Kitchener.

Extracts from Idylls of the King.
Bless the Lord, Oh My Soul!

Silent Reading—

Burial of Moses.

Canadians, Canadians That's All.

Oral Reading—

Scene from William Tell.

Bless the Lord.

Story Telling—

Galahad.

LANGUAGE AND COMPOSITION

Composition in Grade VI centres around the Topic Sentence and the Business Letter. Practice should be given in eliminating all ideas which are neither pertinent nor interesting.

A. Teach enlargement of sentences by phrases.

B. Beautiful sentences—descriptive and narrative.

GRAMMAR

(a) **Describing Words—Suggested Exercises:**

(1) Sentences selecting them.

(2) Fill in blanks with suitable adjectives and adverbs.

(3) Exercises 2 and 3, page 77 of "Learning to Speak and Write."

Exercises 12, 13, 14 and 15, page 79.

" 11, 12 and 13, page 83.

" 17, page 85.

(b) **Different Degrees of Adjectives and Adverbs—Suggested Exercises:** Pages 81 and 82 of "Learning to Speak and Write."

N.B.—Formal Grammar does not begin until the pupil has reached Grade VII. Therefore it should not be taken as a separate and definite subject but should be combined with Composition. Use the authorized text, "Learning to Speak and Write."

ARITHMETIC

Aims—

(a) To increase speed without sacrificing accuracy in all mechanical work.

(b) To secure a mastery of vulgar fractions.

N.B.—Pay careful attention to accuracy. Give frequent mental exercises.

Division of a Fraction—

(a) By a whole number.

(b) By a fraction.

(c) By a mixed number.

GEOGRAPHY

(a) The Provinces of Canada.

(b) Newfoundland.

SPELLING

In addition to the words included in the following outline, any words not in the Course of Studies but in the Speller should be taught. From time to time new words will have to be used by the pupils—for example, words from History, Geography, Memory Selections, etc. Whenever opportunity offers itself, these words should be taught.

A review should be taken at the end of each month.

Note.—Lists should be made by each teacher of ordinary words misspelled by pupils in written exercises. It is recommended that the words on these lists be treated as part of the Spelling Course for the class.

65 Words—

(a) 55 words—Second Term—"diamond" to "separate."

(b) 10 Words—Demons—"none" to "seems."

HISTORY AND CIVICS

History

Joan d'Arc—Birth of national spirit seen in the maid's great pity for the sufferings of France from the terrible scourge of the war.

Sir Richard Whittington and William Caxton—

Sir Richard Whittington—An example of the growing influence of the merchant class.

Progress of the Mechanical Arts—Invention of printing—Its introduction into England by William Caxton, translator, writer, compiler, as well as printer. Books and readers begin to multiply, making another big change in the world.

Review.

Civics

It is suggested that, by taking one lesson each week and one chapter each month from the prescribed text, this phase of the work can be covered satisfactorily. See McCaig's Studies in Citizenship, Part I.

NATURE STUDY

1. Soil. 2. Air. 3. Heat.

HYGIENE**January and February—****Circulation—Four Lessons:**

Sections 1, 2, 3, 4 and 5—Two lessons.

Care of the Circulatory System—Two lessons.

Review.

GRADE VII.—**READING AND LITERATURE****Literature—**

The Great Snowball Fight.

Oral Reading—

The Pipes at Lucknow.

Silent Reading—

Evangeline.

Supplementary Reading—

Evangeline.

Memory Work—

Selections from Shakespeare. (See Text, page 334).

GRAMMAR**Parts of Speech (continued)—**

- (1) **Adjective:** Definition.

Uses: (a) Modifies the meaning of a Noun or Pronoun.

(b) Completes the Predicate.

- (2) **Adverb:** The name and use.

E.g.: An Adverb modifies the meaning of:

(a) A Verb.

(b) An Adjective.

(c) Another Adverb.

- (3) **Preposition:** The name and use:

(a) Introduces a Phrase.

(b) Takes an Object.

(c) Shows relation.

PHYSIOLOGY AND HYGIENE**How disease germs enter the body—**

- (a) By means of the nose and throat—most diseases gain entrance here—tuberculosis, diphtheria, scarlet fever, measles, whooping cough, influenza, infantile paralysis, etc.
- (b) Through food and water—typhoid fever, dysentery.
- (c) Through the skin—ringworm, scabies, impetigo.
- (d) Through wounds—rabies, tetanus (lock-jaw). (Pasteur).
- (e) Through the eye—pink eye, trachoma.
- (f) Through bites of insects—malaria, yellow fever.
- (g) Pasteur.

HISTORY AND CIVICS**History****Exploration in America—**

- (a) Early Explorers.
- (b) Later Explorers.
- (c) Fur Trade—(1) Hudson's Bay Company.
(2) North-West Company.
(3) Hearne, etc.
- (d) Franklin, Amundsen.

Civics

The course is covered in Part II of McCaig's Studies in Citizenship. Lessons may be taken up by class reading—silently or aloud—and followed by an oral discussion. A lesson every two weeks should cover the course in a satisfactory manner.

ARITHMETIC**Percentage—Meaning, simple applications.****LANGUAGE AND COMPOSITION**

1. Outlines for History, Geography or other regular subjects.
2. Essays based on these outlines.

3. Review prefixes and suffixes. See Course of Study, page 79.
4. Synonyms.

SPELLING

Note—Lists should be made by each teacher of ordinary words misspelled by pupils in written exercises. It is recommended that the words on these lists be treated as part of the Spelling course for the class.

- (a) Complete Second Term Words.
- (b) Supplementary Words — 31 — "adventure" to "thirsty."
- (c) Words from other subjects.

AGRICULTURE

Part 3 in Course of Studies—(Pages 102-112 in Text).

GEOGRAPHY**January and February—**

Detailed study of Europe and its countries.

Note—The regular drawing of maps is advisable.

GRADE VIII. OUTLINES**ARITHMETIC**

Square Root and Mensuration.

GRAMMAR**February and March—**

Section D in Course. Frequent drills in discovering rules of syntax which treat of the agreement of words, the government of words, and the proper position of words in a sentence, as indicated in their correct use.

LANGUAGE AND COMPOSITION

(See January issue)

GEOGRAPHY

British Empire in Africa.

AGRICULTURE

Swine and Sheep.

HYGIENE

Effects of Alcohol and Tobacco upon the Body.

HISTORY AND CIVICS

(See January issue)

ART

Exercise 9. Plan simple building, etc.

Picture: Dance of the Nymphs.

Classroom Hints

PRIMARY READING

By MISS VERA IGNATIUS, ETZIKOM, ALTA.

PRI-MARY reading is one of the fundamentals to be taught to the little children known as "beginners." There are three phases to be considered: the recognition of the alphabetic and phonetic sounds; these sounds in words, and the words which comprise the sentences. In close connection with primary reading comes the writing. The child must learn a given symbol and associate it with the written word. He must be able to transcribe the image of the word from his mind to the page. Then at some stage the child must make the transition from print to script or from script to print.

I do not consider it advisable to have the child learn to print the letters. He really has no further use for the actual printing, but the recognition of print is far more valuable as that is the material of which practically all his reading consists.

I have found it best to write the words on the blackboard, and they recognize that form. Then I give the children letter cards, on which the letters are printed. They form words on their desks to correspond to the other written words on the board. The translation is thus made and the pupils can read from the printed page, or the sentences which the teacher writes for them.

There are several methods of starting beginners to read. The children's problems are these: recognition of word, and recognition of meaning. The basis of all reading lies in the children's speech.

1. One method is the phonetic—the value being that children can get words for themselves.

2. Another is the word method. Here the words are associated with the children's everyday life.

3. The sentence method. The child is already familiar with the sentence before school begins. The difficulty is that he has no power to cope with new words.

4. The psychological method is the analytic method. The children start with sentences, thence to words, and the words are analysed into sounds.

5. However, our method is a combination: analytic—synthetic. We start with a word, build up sentences, then break the word and teach the sounds. When the phonics are mastered the children can sound the word and are able to master the sentence alone.

There are four main reasons for reading. These are: for information, for pleasure, duty reading and accidental or incidental reading. Efficient reading involves (a) comprehension; and (b) ability to remember and reproduce. Upon these, then, we base our teaching of primary reading.

The first day the children are very anxious to accomplish something. The desire to read should be satisfied. Have a large picture of an attractive lady, and write "mother" on the board. Ask them some questions about their mothers, frequently referring to the word which you have written. Give each child a slip of paper having "mother" written on it exactly as you did on the board. Pin this paper inside their coats and tell them they may read it to their mothers. Be sure you ask them what it says just before they go home.

If you have a bright class, give the phrase "dear mother," or a particularly brilliant class, "I love my mother." You may put a little cross in the corner, so the children know how to hold it. The next day ask them again and drill on the word or phrase you gave. You may teach the word "school," or the sentence, "I go to school," in the same way if you prefer.

I should begin phonics the second week. By the end of six weeks or two months they should be able to sound words for themselves. They should be ready for the reader the first of November. Give them practice in reading sentences, as the word by itself is of no value.

During the first six weeks teach a number of sight words—see, have, baby, mother, daddy, cow, dog, desk, etc. The action words may be taught through action and the name words as incidentals. Teach also color names, adjectives such as "big" and "little," nursery rhymes, etc. This is called preparatory teaching. Other materials to use are stories, memory work from Stevenson, Field, Rossetti, etc., posters, charts, and phrases.

When once the reader is started select the most difficult words, write them on the blackboard, and drill on them. This overcomes the delay of sounding words during the reading lesson.

It is very important that correct eye habits and movements should be formed when the child first comes to school. The first step is the left to right movement. Place a sentence on the board, and read it, drawing your hand along underneath it.

The second is the right to left movement. This is the backward swing from the end of one line to the beginning of the next. Put only two lines on the board at once. Be sure not to point to any separate words. You may give each child a piece of cardboard and let him put it under each whole line.

The third habit which should be established is that of few pauses to a line. Have children see how much they can see at one glance. The pauses must be of short duration. Phrase flash cards are probably the best for securing this.

Games and Drill Devices and Useful Hints

Phrase flash cards.

Blackboard drill—"turn."

Book drill—certain page, "open," "close."

Time reading—how much in given time.

Large magazine pictures—phrase underneath.

Teach new words in phrases or sentences: My ship has arrived—Bean Bag Toss. (Grade 2).

Game of forfeits—exchange words: My father keeps a grocery store—forfeits. (Must learn to spell word).

Dramatization—give examples.

Reproduction practice for an audience.

"True" and "false" exercises.

"Yes" and "no" exercises.

Complete exercises.

General information—how old, name, etc.

Directions. Take reading books. Turn to certain page.

Bulletin board with assignments.

Directions for drawing.

Directions for construction.

Pantomime—Fred is playing marbles. Jane is eating lunch.

Set table in silent reading way. (Toy dishes, etc., plastic dishes).

Getting ready for school. (Advanced Grade I.).

Playtime—each child a toy.

Visit to restaurant—menus for various holidays.

Words on cards—head, neck. Tell word or point to part of body.

Same as above—touch desk, door, etc.

Things to Avoid

1. Do not point to each word separately; frame it with the hands.

2. Do not arrange words in columns; use in phrases or sentences.

3. Do not use games which have no bearing, or which seem to be senseless; e.g., picking apples off a tree, etc.

4. Try to overcome inner speech. Do not allow children to move lips when reading. Think and not say the words.

Things to Keep in Mind

1. Give pupils plenty of reading.

2. Practice in seeing many words at a glance.

3. Change form of drill to avoid monotony.

4. Label articles in the room—name words.

5. Plenty of repetition—stop process of forgetting.

6. Know the reading rate of each member of the class. Time a given amount, etc.

7. Check drill work. Frame different words with hands so they know separate words.

8. If children have memorized reader, put it away entirely. Use supplementary reading, etc.

9. Above all encourage and praise for any real effort. Give incentive to work harder.

Later in Grade II.

Drill on difficult words, placed on board one at a time. Have selection read silently. Read orally, teacher checks pronunciation, seeks for smoothness, tests for comprehension. Children may take certain parts—dramatization is one of the best aids to expression.

As a final word, remember you once learned to read. Try to have the pupils overcome your weaknesses. You are performing a wonderful service to teach a child to read well—see to it that your work is done well. The reward is in direct proportion to your patience, kindness, effort and appreciation of the minds of little children. You are their example, try to be a worthy one.

1. Place these words suitably in the following sentences: stammered, remarked, explained, wailed, sighed, murmured, bawled, snapped, contradicted, screamed.

She _____ wildly: "Father, there's a snake on my bed!"

"I did not say that," she _____, "and you have no right to tell them I did."

The leaves _____ softly: "Sleep now, take your rest."

"Leggo my hair," he _____ furiously, but the varnish held fast.

"Quite a nice neighborhood," Mrs. Wise _____, looking out of the window.

"Boo-hoo!" _____ Tommy, "Archie has eaten my doughnut."

"Stop that!" _____ the officer, "get outside. Quick about it."

"Oh dear! another sock to darn," she _____.

"But you see," I _____, "the street cars don't stop at this corner."

Quite taken aback, he _____: "But it was well you see—I don't know."

2. Use the following words in sentences with suitable speeches in quotation marks: complained, yelled, whispered, exclaimed, declared, gasped, muttered, interrupted, groaned, shouted, continued, concluded.

ALGEBRA TESTS — CHAPTERS V. — VII.

A.

1. Simplify: $(-2a^2)^2 \times (-3b)^3 \times (1)^2$
(4ab)
2. From $abc(a-b+c)$ take $c(a^2b+ab^2+c)$
3. Evaluate $(c+d)(2c+d) - (c-d)(c+2d)$ when $c=3, d=-2$.
4. Make up an equation which shall be an identity.
5. What is the matter with this equation?
 $(3x-3)(6x-5) = (9x-3)(2x-3)$
6. What value of m makes $(m-3)^2 = (m+1)(m-5)$?
7. Solve and verify —
$$\frac{3x-7}{4} - \frac{x+3}{12} - 3 = \frac{x-3}{6}$$
8. The sum of two numbers is 70. The greater exceeds 5 times the less by 4. What are the numbers?
9. Three %, 10% and 25% of a sum of money totals \$2.66. What is the sum?
10. Solve for x and y and verify: $4x-y=25$,
 $3x+5y=36$.
11. Solve for x and y , $\frac{x}{6} - \frac{y}{5} = 2x+3y+4=7$.
12. Find two numbers such that 5 times the greater diminished by 6 times the less is 7, and 15 times their difference is 90.

B.

1. Multiply $a+b^2+c^3+d^4$ by a^2cd .
2. Simplify $a(a^2-3a+4) - 2a(a^2-2a-3) + a(2a^2-8a+6)$
3. Simplify $(3a-b)(5a+2b) - (15a+b)(a-2b)$
4. Show, by an example, why "any quantity may be transposed from one side of an equation to the other if the sign of the quantity be changed."
5. Solve and verify $14m^2-29=(2m-5)(7m+3)+73$.
6. Under what condition may $(8-x)^2 = (1+x)^2 + x^2$?
7. Solve and verify $\frac{x}{3} + \frac{x}{7} = 4\frac{1}{2}$.
8. Find a number whose fifth part exceeds its seventh part by 10.
9. Two numbers differ by 7, and their squares by 231. What are the numbers?
10. Solve for x and y and verify: $2x+5y=24$,
 $3x-4y=-10$.
11. Solve for x and y , $\frac{5}{6}x - 21 + \frac{1}{5}y = \frac{2}{9}x - \frac{2}{3}y + 16 = 0$.
12. Divide 197 into two numbers such that the thirteenth part of one will be less by 1 than the seventeenth part of the other.

C.

1. If $a=-1, b=-2, c=-3, d=-4$ find the value of $ab^2+bc^2-c^2d-da^2$.
2. Take $m(2m^2-3m+5)$ from $3m(3m^2-m+7)$.
3. Simplify $(4x-3y)(3x-4y) - (5x-4y)(5x-y)$.
4. Show by inserting two middle steps the accuracy of this statement: $5a+6=3a+24$
 $\therefore 5a-3a=24-6$.
5. Solve and verify $(3m-1)(4m+3)=2m(6m-5)+12$.
6. What value of M in this equation will make $x=2$?
 $(3x+2)(4x+7) - (6x-5)(2x+3)=M$.
7. Solve and verify $\frac{2x}{3} - \frac{x}{5} = x - 8$.
8. Find 3 consecutive odd numbers whose sum is 117.
9. A certain number of tickets, twice the number of dimes, and 3 times the number of quarters, make up \$7.00. How many of each?
10. Solve for x and y and verify: $2x-3y=7$,
 $7x-11y=22$.
11. Solve for x and y , $\frac{5x-3}{6} = \frac{53-2y}{7} = \frac{3x-4y+2}{3}$.
12. If 2 men and 7 boys earn \$86 in a week, and 5 men earn \$80 more than the same number of boys, what are the weekly wages of man and boy?

D.

1. Find the product of $-3, \frac{2}{3}, -1, -2, \frac{1}{2}$.
2. Add $b(b-4), 2b(2b+4), -3b(5b-6)$.
3. Simplify $(m-7n)(m+3n) + (m+5n)(m-n)$.
4. In the equation $2(2x-1)=3(x+1)+2$, substitute 5 for x . Is the equation then true? Solve the equation.
5. Solve and verify: $(3x-5)(2x+1)=6x^2-19$.
6. Show that 7 is a root of the equation—
 $(3x+5)(2x-11) + (x-12)(2x-17)=93$.
7. Solve and verify $\frac{m}{4} + \frac{m}{2} + \frac{m}{6} = \frac{2m}{3} + 3$.
8. The fourth and seventh parts of a number total $60\frac{1}{2}$. What is the number?
9. The length of a room is greater than its width by 4 ft. An increase of 2 ft. in both dimensions would increase the area by 52 sq. ft. Find the length and width.
10. Solve for x and y and verify: $6x=2y+34$,
 $9x=13y-19$.
11. Solve for x and y : $\frac{x+y}{5} + \frac{x-y}{3} = 2\frac{1}{3}$,
 $\frac{x-y}{5} + \frac{x+y}{3} = 11/15$.
12. The middle figure of a digit number is 3. If the other digits are interchanged the number is diminished by 297. The sum of all three digits is 14. What is the number?

ANSWERS.

	A.	B.	C.	D.
1.	$6\frac{1}{2}a^2b$	$a^3cd+a^2b^2cd$ $+a^2c^4d+a^2cd^5$	18	$-\frac{1}{2}$
2.	abc^2-c^2	a^3-15a^2+16a	$7m^2+16m$	$-10b^2+22b$
3.	9.		$-13x^2+8y^2$	$2m^2-26n^2$
4.	—	—	—	Not True
5.	—	$m=3$	$m=1$	$x=7$
6.	$m=7$.	—	71	$x=2$
7.	$x=9$.	$x=8\frac{1}{2}$	15	1
8.	59, 11.	175	37, 39, 41	154
9.	\$7.	20, 13	7, 14, 21	$14' \times 10'$
10.	7, 3	2, 4	11, 5	8, 7
11.	24, -15	18, 30	9, 2	6, 4
12.	29, 23	78, 119	\$22, \$6	734

PHYSIOLOGY SET—GRADES V.-VIII.

(Continued from Last Month.)

20. **Respiratory System.**—Describe in detail the air-passage from the nostril to the lungs. How is it guarded against dust?—against poisonous gases and corrosive fumes? Often in winter the outdoor temperature is "30 below" while the lung temperature is 93 above zero; how is the nasal respiratory passage designed to warm the outer air before it reaches the lungs? Draw a sketch to show that nose-breathing is much safer than mouth-breathing in cold air.

21. What part of the air that we breathe is necessary for life? How is it carried to all parts of the body? How does it get into the blood? Draw a little sketch of a lung-cell and a blood-capillary with a thin partition between them, and indicate the exchange of gases from each to the other. Why do we learn to breathe deeply in physical training? What do you suppose happens to the lower lung-cells of a person who never breathes deeply?

22. What part does the diaphragm play in respiration? . . . and the muscles that bind the ribs? Show how the skeleton is admirably designed to protect without hindering the lungs.

23. Where are the tonsils, and the adenoids? What happens to them when they become diseased? How does that effect breathing? Can you find a picture which shows another ill effect?

24. Most diseases enter the body through nose and throat; what does that suggest to you about the use of towels, cups, spoon and fork, pencil, etc? Catarrh germs live in dust; what does that suggest about spitting, and about sweeping rooms, etc? If you have a cold, how can you help to save others from catching it? Can you find out some good rules for keeping yourself from catching cold?

25. Study the first-aid instructions for a person apparently drowned, and show the reasonableness of each part of the treatment. If you found a person unconscious in a closed car with the engine running, what would you think was the matter? What would you do?

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GRADE VI. LITERATURE—OLIVER CROMWELL AT HOME

Background—A brief statement should be made, indicating the atmosphere of political turmoil which surrounds the story, and showing the impressive figure of Cromwell "riding the storm." King Charles the First ruled England badly, so badly that his Parliament criticised and reproved him very severely. Instead of seeing his own faults—as each of us should try to do—King Charles became very angry with his Parliament, and at last gathered an army for the purpose of punishing it, and teaching it not to interfere with him. So there was a war in England, and for some time it seemed that Charles would give the men of Parliament a very stern lesson. But one of these men was a quiet, plain-looking man from the country—a well-to-do farmer, Oliver Cromwell. Cromwell saw what made the Parliament weak in battle, and he went off into the country, where he gathered a band of the steadiest men he could find, and trained them into a force which could not be beaten. So well did he use these Ironsides that the king was defeated and imprisoned. Cromwell decided after a long time that Charles could not be trusted to mend his ways, and that England would have no peace or orderly Government until Charles was "out of the way," so he had him put to death. The king's son, young Charles, raised an army to destroy Cromwell's power. He was supported by many of the young nobles and gentlemen of England. But Cromwell defeated young Charles too, forcing him to flee, through many perils, out of the country. This final battle was at Worcester ("Wooster," like "wood"), and the story from which this selection is taken is called "After Worcester."

The Selection—Two of the young gentlemen who helped young Charles were Basil Coningsby and Upton Caghill. They showed fine courage in beating off a troop of Cromwell's men while Charles got away, but were overpowered and captured. For assisting Charles' escape they were sentenced to die. Only an order from Cromwell, the commander in chief, could save them. Knowing this, Jane and Juliana, the lovers of the two prisoners, summoned all their courage and made the arduous journey into Huntingdon to see Cromwell himself at his home. They are admitted to the sitting-room where old Mrs. Cromwell, Mrs. Oliver Cromwell and the two daughters, Francis and Pauline, are seated around the open fire. The selection should now be "plain sailing."

Points Worth Discussing With the Class—

- How do the two older ladies view the events which have raised them to high position and influence? Do they seem to want to be "great ladies?" What do they long for most?
- What effect would the homelike group in the sitting-room have upon the two strangers? What increased that effect?
- Notice the comment of Mrs. Cromwell upon young Charles' escape, and the remark of the old lady about King Charles' execution, showing how universal was the dismay at Cromwell's drastic actions.
- The conversation drops a hint that the girls had already borne a brave part in the events of the time. What was that?
- The Puritans knew the Bible from cover to cover. Show how Juliana and Mrs. Cromwell supported their appeal by quoting it.
- Give strong emphasis to the thought that the first duty of the strong is to be gentle; and of the powerful, to be merciful.

DICTIONARY AND VOCABULARY SEATWORK— VI-VIII. (Arranged in Card Form)

A.

Arrange these words in groups of 3, each group to contain words closely similar in meaning.

unfriendly	battle	joose
deluge	soothe	temple
disturb	humorous	annoy
trifling	hostile	discreet
inconstant	residence	comfort
abode	minster	church
judicious	paltry	unimportant
disaster	employment	flood
occupation	domicile	changeable
crude	skirmish	unrefined
facetious	catastrophe	business
inimical	calamity	combat
rough	moolest	prudent
inundation	fickle	relive

B.

Arrange these words in 14 groups, each group to consist of 3 words closely similar in meaning.

indigent	drowsy	sleepy
courteous	confusion	frigid
harmonious	book	evade
repeat	steamer	pauper
navigator	cold	civil
assistant	escape	musical
achieved	vessel	recapitulate
seaman	chaos	mariner
abettor	manual	destitute
completed	liner	polite
strew	bleak	melodious
helper	elude	reiterate
finished	disorder	scatter
disperse	volume	somnolent

C.

Arrange these words in 14 groups, each group to consist of 3 words closely similar in meaning.

stretch	guardian	nimble
turbulent	object	discussion
hide	magnificently	grotto
calm	agile	extend
fable	argument	unruly
active	cave	secrete
plead	custodian	serene
sepulchre	demur	legend
keeper	splendidly	dilate
beseech	agreement	fractious
tomb	debate	conceal
contract	crypt	unruffled
implore	hesitate	romance
grave	superbly	bond

D.

Arrange these words in groups of 3, each group to consist of words closely similar in meaning.

sequestered	toxic	sport
region	congregation	ransack
benevolent	plunder	servitude
secluded	gainful	ridiculous
amusement	remote	convocation
assemblage	charitable	loot
demolish	decide	sort
poisonous	ludicrous	profitable
slavery	carry	lucrative
determine	destroy	locality
pastime	convey	ravage
species	kind	absurd
generous	resolve	septic
bondage	district	transport

E.

Arrange these words in groups of 3, each group to consist of words closely similar in meaning.

enough	salary	tease
dexterous	indistinct	dim
burning	confer	bestow
mourn	adroit	subject
rivulet	obscure	conflagration
ample	ravine	surlly
compel	topic	force
brook	boorish	creek
theme	gloomy	sufficient
lament	torment	skillful
morose	awkward	corrosion
wages	glen	bewail
coerce	uncouth	tantalise
gorge	give	stipend

COMPOSITION EXERCISE—GRADES VI. AND VII.

1. Arrange the following sentences into a story that you can understand:

"How much trouble wasted!" thought the youth, shrugging his shoulders, and he went on his way.

An old man took the trouble to pick it up and to bury it close by the fence at the roadside.

Some years later our scholar, who had become a big boy, was passing by the same place.

Years passed; the youth, who had become a man, was going along the dusty road which had led him to school.

The child looked and began to laugh.

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SYNOPTIC SURVEY OF CANADIAN HISTORY, GRADE VII

(A good teacher's reference book is the Grade XI text, Grant's History of Canada.)

A.D. 1000. Lief Ericson sails from Greenland, winters on American Coast. Runic inscriptions suggest the Norsemen penetrated as far as Minnesota; but they left no trace of their influence . . . merely visitors.

1497-8. John Cabot (England) in two voyages coasts from Newfoundland to Chesapeake Bay, thus telling Europe of the existence of a great land due west; also giving rise to the Newfoundland fisheries which accustomed French and English mariners to far western voyages.

1534-35-41. Jacques Cartier's voyages open the inland way of the St. Lawrence. His unfortunate winters discourage further interest in the country.

1602. George Weymouth, seeking northern way to the Pacific, sails through Hudson Strait.

1610 Henry Hudson (English) goes on through Hudson Bay to James Bay.

The first 110 years of Canadian Exploration were devoted to trying to dodge round it to Asia. No attempt to penetrate inland until missionary zeal sends Champlain, the Recollects, and later, the Jesuits, to find and convert the Indians.

1608. Samuel Champlain founds Quebec, and so begins New France. At first (till 1663) it is a private speculation in which French nobles invest and lose their money. Three developments are worth notice in this period:

- (a) Journeys of Champlain, Brul , etc., opening up the Ottawa, the Great Lakes, Ohio and Mississippi valleys and adjacent lands.
- (b) The Huron Missions, destined to a tragic end through the hostility of the Iroquois, Br  boeuf and Lalemant.
- (c) Growth of Fur Trade, marked by: degeneration of French colonists into coureurs de bois; start of intense rivalry with New England traders and "fire-water" problem; neglect to establish farming industry which alone could ensure growth of population.

1642. Montreal founded by Sulpician Order, as a hospital mission for care and conversion of the Indians. A constant point of danger and anxiety, being right in Iroquois war trail. Maisonneuve the faithful Governor.

1660. The heroes of the Long Sault.

1663. The king takes over Canada as a Crown Colony. A new purpose marks this change, viz., to build up a country with a population owning and farming the soil, making homes and raising families of Canadians. Three outstanding figures: Frontenac for 26 years saved the colony from extinction by Iroquois and from capture by the English.

Talon, the Great Intendant, brought in many colonists, especially wives; gave bounties for early marriage and large families, encouraged farming and mining, started industries like ship-building and brewing and fisheries.

Bishop Laval organized the Church among the scattered settlements, providing priests; established a seminary for the colonists' children, from which has grown the Laval University at Quebec.

1670. Hudson Bay Trading Co., founded by Prince Rupert, due largely to the explorations and reports of Radisson and Groseillers.

1687-1760. Period of almost incessant conflict between English and French in America, marked by:

- (a) Constant efforts of both sides to win the alliance of the Five Nations (Indians), using them to execute bloody raids on the outlying settlements of the enemy.
- (b) English naval expeditions against Louisbourg (twice successful) and against Quebec (thrice failed).
- (c) A line of French forts steadily advancing from the lakes to the Mississippi.

1686-97. Hudson Bay posts repeatedly change hands, due to daring of the Canadian, Iberville.

1713. Peace of Utrecht. France gives up Hudson Bay country and Acadia to the English. Acadians refuse loyal obedience to British rule, and are expatriated 1755.

1732-40. La Verendrye pushes out trading posts into the western prairies. His son Francois reaches foothill country of Montana 1743.

1759. General James Wolfe's capture of Quebec (city only). Murray stands winter siege.

1760. Montreal surrenders to Amherst, and all Canada is given up.

1763. Peace of Paris. Britain in possession of North America, east of the Mississippi. French reduced to a small colony round New Orleans. Interior left as a home for the Indians.

1763-6. Pontiac's revolt. British mastery over the Indians finally established. A humane and friendly policy ever since between Canadian Government and the Indians.

New France in 1763.

- (a) Population—about 80,000.
- (b) Government had become very corrupt, the officials of the country making large fortunes by meddling in trade and by mishandling supplies of the army.
- (c) Currency was in hopeless confusion; all coin had disappeared, and paper money was worth nearly nothing. There were 80 million livres of this paper money in Canada in 1763. It represented the actual earnings of the people, but it would hardly buy them anything.
- (d) The Canadians were utterly sick of warfare, and ready to settle down peacefully under any government that would leave them free to farm and trade, and secure them good money for their produce.

(Next month: Canada under British rule—Grade VIII.)

The old man was no longer there, but his work had survived him.

A schoolboy, who had just eaten a peach threw its stone on to the gravelled road.

He found at the very place where the stone had been buried a little tree already hardy and covered with leaves, which the old man, still alive, was pruning and tending with great care.

He found in the same place no longer a barren shrub, but a tree covered with fruit. (Key 6, 2, 4, 7, 3, 9, 1, 5, 8.)

2. Arrange these fragments first into sentences then into a paragraph about "My Village." (It is rather comical as it is; don't you think so?)

The streets are not paved, _____.

_____ and thousands of birds build their nests in them

_____ we have also a fine square, in front of the church, _____.

My village is not so large nor so fine as the town, _____ with a fountain in the middle.

It is there that I was born and that I want to remain always.

_____ and sing from morn till evening.

In spring, when all these trees are in bloom, it is a magnificent sight, _____ but I love it none the less for that.

It is there that our parents live _____.

_____ filled with magnificent fruit-trees.

All round the village there are orchards, _____.

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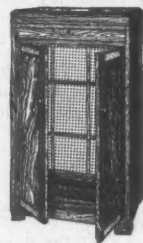
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—and all our family.

The houses of my village are not so fine as those of the town, it is true —all planted with trees, —.

—but they are well-kept and clean; —.

—but there are some very pretty ones all the same, and each one has its yard and garden.

(Key 8, 16, 10, 1, 12, 5, 17, 15, 2, 3, 14, 13, 4, 6, 11, 9, 7.)

3. Arrange these passages into 4-line stanzas and punctuate carefully:

(a) Two stanzas.

the king was sick his cheek was red and his eye was clear and bright he ate and drank with a kingly zest and peacefully snored at night but he said he was sick and a king should know and doctors came by the score they did not cure him he cut off their heads and sent to the city for more

(b) Two stanzas.

the old sage said you're as sound as a nut hang him up roared the king in a gale—in a ten-knot gale of royal rage the other poor doctor turned pale but he pensively rubbed his sagacious nose and thus his prescription ran the king will be well if he sleeps one night in the shirt of a happy man

(c) Two stanzas.

this is our man the courier said our luck has led us aright i will give you a hundred ducats friend for the loan of your shirt tonight the merry rascal lay back on the grass and laughed till his face was black i would do it God wot and he roared with the fun but i haven't a shirt to my back.

4. The above stanzas are from a poem about a king who mistook his own mean, selfish temper for illness. In your own words write the story, filling up the gaps and telling how the king was cured of his vile temper.

SUPPLEMENTARY EXERCISE ON CIRCLES, ETC. GRADE VIII.—

1. Find the area of a circular racing track whose inner circumference is one mile and width two rods.

2. What volume of cement would be required for flooring a circular swimming pool 42 ft. in diameter with an 8-inch thickness?

3. If the above pool were filled to an even depth of 4 ft. 8 in., what weight of water would it contain? (Answer in tons).

4. What would be the depth of 660 gals. of water poured into an upright cylindrical tank of 5 ft. radius? (Feet).

5. Find the cost of excavating a circular basement pit 9 ft. deep and 38½ ft. in diameter at 75c per cubic yd.

6. What acreage does a farmer lose by having a circular lake half a mile in circumference on his farm?

7. Which has the greater volume and by how much: A 10-inch cube or a cylinder 10½ inches in height and diameter?

8. A thresherman made a water tank out of 28 pieces of 2 inch by 6 inch plank 14 feet long, and two end-pieces. It was semi-cylindrical in form. Allowing 6 inches of the planks for each end, what was the gallon capacity of the tank? (Correct to 2 dec. places).

9. A goat was tethered by a 30 ft. chain to the corner-post of a quarter-section, the adjacent lands being unfenced. What area did that allow the goat to graze, if he were (a) inside; (b) outside the fence?

10. Suppose the earth's diameter to be 8,001 miles. (a) What is its circumference? (b) By how much would that be increased if the diameter were 1 mile more?

11. Using answer 10 (a) if the circumference of the earth were 33 inches more, what difference would that make to the diameter?

12. To what height is a circular bin of 16 ft. diameter filled when it contains 1,650 bushels of grain?

Answers—

1. 652 4/7 sq. rods.
2. 924 cubic ft.
3. 202 1/8 tons.
4. 1.344 ft.
5. \$291.15 5/8.
6. 12 8/11 acres.
7. Cube, 90.4375 cubic ins.
8. 2533.52 gals.
9. 707 1/7 sq. ft. 2121 3/7 sq. ft.
10. 25,146 miles. 3 1/7 miles more.
11. 10 1/2 ins. greater.
12. 10 ft. 6 ins.

Junior Red Cross Spotlight

With the first term over, many teachers feel that they can perhaps enlarge a little on the school-room work over the definite curriculum. One of the most effective ways of developing interest amongst the pupils is the International Friendship idea of the Junior Red Cross.

Organized as Junior Red Cross is in over forty countries, facilities are afforded through the office in Edmonton, for the interchange of portfolios and correspondence with practically any one of these countries.

The idea of correspondence is self-explanatory. A letter is written as from the whole school, descriptive of local activities and surroundings, school work, etc., etc., and sent through the Red Cross to a designated country. In the letter a request for definite information on certain subjects pertaining to the country may be made, e.g.:

The course of studies the children follow.

The chief industries of that section of the country.

If a rural community, if they use farm machinery to any great extent.

Explanation of some of their games.

The portfolio is simply an enlargement of the above idea. Usually with paper board covers, and loose leaves of fairly heavy paper, one might contain—

Compositions on: Your School.

The Nearest Town or the District.

The Province of Alberta.

Favorite Games.

How Farming Is Done in the District.

Drawing or Art Work: Of Native Flowers and Birds.

A map of the Province.

Pictures, illustrating the above compositions; of the Province or Dominion generally; Mountains, etc.

Either the correspondence or the portfolio is an excellent stimulus to interest in Geography, and all branches of the school work which would be used in their preparation, such as writing, spelling, composition, drawing, etc., and the portfolio in particular is an incentive to all children to do their very best work in the hope that it may be included.

Part of your regular Junior Red Cross meeting could be taken up with a discussion of whether a portfolio could be prepared. What country it would be sent to; what subjects would be dealt with and how it would be compiled—by competition between the children on each subject or by one child being delegated to do one certain thing.

FIRST AID:

How about setting apart one of your meetings regularly for a discussion and demonstration on first aid, as a follow up to your health and hygiene work. A Junior Red Cross Hygiene and Home Nursing pamphlet is available to all teachers on request, and can be easily followed. An example for a meeting of what is suggested, follows:

Subject: Sprains—

Have two children, one as the patient and the other as the demonstrator, previously prepared, of course.

Have the demonstrator explain that a joint is sprained when, due to a wrenching or twisting of the part, the ligaments which guard the joint become stretched or torn. It usually happens to the wrist or ankle, and the swelling which accompanies it is due to bleeding from the torn blood vessels of the ligament affected. The pain and swelling make it difficult sometimes to distinguish between sprains, dislocations and fractures, but a comparison of the affected part with its mate will usually indicate the difference.

Then have the demonstrator show the treatment:

1. Elevate the part and apply ice or cold water compress, to prevent swelling and tension and arrest bleeding.
2. Apply a snug bandage and place the joint at rest in the most comfortable position.
3. After the acute stage has passed and swelling has diminished, apply hot compresses and massage the part gently toward the body. At this stage some movement of the part should be begun to avoid stiffness.

A teacher, in renewing her subscription to the *Canadian Red Cross Junior*, writes: "This magazine is indispensable to the country teacher." Are you getting your copy? Sample copies on request.

This is the third of a series of program hints given by the Junior Red Cross Society, 407 Civic Block, Edmonton, through the courtesy of the editors of this magazine.

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